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ABSTRACT

Reading, writing, and speaking/listening are integrated in this teacher-developed language arts curriculum guide designed for use in grades 7-12. English and reading for middle/junior high school students is designed to develop academic skills as well as to help students make adjustments to the physical and emotional changes they undergo. English I - IV, for students in grades 9-12, are each divided into four nine-week phases, and each phase includes the courses to be offered, methodology notes, reinforcement ideas, and skills to be covered. The emphasis of this guide is on composition as an almost daily activity. Course titles, brief course descriptions, recommended texts, and activities designed to enhance specific skills are listed for each grade level. There are several special sections: (1) supplementary materials, selected from the large body of materials available in language arts, listed by publisher, catalog number, title, intended grade level, and cost; (2) reading electives which attempt to unify language arts by integrating reading with writing, speaking and listening; (3) professional references for both English and reading; (4) yearbook journalism for students interested in writing, organizing, publishing, and selling the yearbook; and (5) a two-semester writing course for potential professional writers. (KC)

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CURRICULUM GUIDE LA-501-82

Curriculum Guide for the Language Arts

Grades 7-12

ENGLISH

READING

JOURNALISM

Curriculum Unit
New Orleans Public Schools
1982

(Replaces Curriculum Bulletins 101, 111, and 57)

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LANGUAGE ARTS CURRICULUM GUIDE
LA-501-82

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PHILOSOPHY

Students have the right to learn and to develop their potentials. Educators have the responsibility to provide experiences and opportunities for students to exercise these rights and to enrich their capacities for growth.

The integration of the language arts - listening, speaking, reading, writing - is essential in developing independent, linguistically competent, versatile members of our technological society. Language is a prerequisite to personal growth, social power and mobility, positive self-concept, and human understanding. Language presents the thoughts, aspirations, and beliefs of every age and culture, clarifying individual and social values through its use.

GOALS STATEMENTS

The following goals are set with the hope that New Orleans Public School Students will:

- Acquire skills for receiving and transmitting oral and written communication efficiently;
- Develop proficiency in locating, interpreting, organizing, and using ideas and information;
- Develop critical, analytical, and evaluative abilities;
- Express ideas fluently, concisely, and effectively;
- Understand the relationship between spoken and written communication and appreciate the beauty, power, and utility of language; and,
- Accept the social responsibility of making a positive contribution to society.

AN OPEN LETTER FROM THE SUPERVISOR OF LANGUAGE ARTS, 7-12

Dear Colleague,

For the last decade, our subject area has been the topic of many debates, both in the educational community and in society-at-large. As a result of various efforts to "do something," the teaching of the language arts became more scientific. We have long lists of cognitive objectives which we were asked to teach in integration, but test in isolation--a difficult task at best since most of our content area consists of processes, not content.

So what should a good language arts guide be like? Good question. First, we have to begin with respect for the subject area and knowledge of the subject area. There's an old folk saying which goes something like this, "You can no more teach what you don't know than you can come back from where you ain't been."

Therefore, this guide was written by subject area experts. Their charge was simple, but difficult. Their effort was focused on bringing meaning to the curriculum. Also, I asked them to write a curriculum guide that would answer two basic questions:

1. What am I supposed to do here?
2. Where does this fit into the scheme of things?

I think their effort was successful, but, of course, you will be the judge of that.

Anyway, one thing is evident. Any language arts course must be based in linguistics and literature. Otherwise, the course has no reason to exist. Too often we focus on what we want students to do rather than what we want them to know. For example, a curriculum guide may mention that students should recognize flashback. The textbook may tell the student, "Read this story to find out about Puritan life." All of that is well and good, but is that why *we* read? No. We don't read to recognize flashback and find out about the Puritan way of life. Sure, those things may be there, but that is not why we read the book.

I think about students who looked at me in amazement and said, "You really like this stuff, don't you?" To me that question is as amazing as the students' answer to my question, "Why did the author write this?" You know what students answer. They say, "To make money."

It never occurred to me to tell students why I read and why I write. Why does anyone read? We read for prestige, escape, to prove a point, and to live vicariously in order to visit other places and other times. That's it. Why read? To paraphrase Stephen King, "Why do you assume I have a choice?"

Why do we write? We write because we have something to say and someone to whom we wish to say it. That is why I write to you now. That is why Stephen King writes. That is why Homer wrote.

Yet, that is not why we write in the English classroom. We write in the classroom what one writer calls "Engfish." That is writing to an audience of one (the teacher) who already knows the answers. The teacher only continues to read in order to find errors. "Engfish" is a purpose for writing but not a reason.

We seem to be wandering from the subject of curriculum, but we have not wandered far. The point is the curriculum should have meaning. It should have meaning for us and for the students who move through it. It is that simple, and that difficult.

Good luck.

Sincerely,

Darrell H. Garber

Darrell H. Garber
June, 1982

ENGLISH AND READING FOR GRADES SEVEN AND EIGHT

RATIONALE

The middle/junior high experience provides the transition from elementary to senior high school. The language arts curriculum is designed to further develop academic skills as well as to help students make adjustments to the many physical and emotional changes they undergo. Since students need to learn to communicate effectively in a variety of ways and to develop lifelong reading skills and appreciation, this curriculum guide provides a framework for instruction in reading, writing, listening, and speaking based on student needs and interests.

In the past, reading and English have been separated--the concepts and skills taught in reading may or may not have been reinforced in English and vice versa. Since both disciplines focus on communication skills, reading and English should complement each other. Therefore, this language arts guide is holistic in its approach--skills may be taught under one or both disciplines. Teacher skill and creativity are essential in the successful use of this guide.

HOW TO USE THIS GUIDE

Some of your first impressions of this guide may be "Where's the grammar?", "There's nothing here to teach." and, more specifically, "How can students write before I teach the parts of speech?"

Good writing develops as a result of practice and feedback. Students must write something before it can be determined what skills are lacking. Continued practice and feedback in writing reinforces skills learned. Certainly, skills instruction is necessary, but skills should be taught in conjunction with writing. The intention of this guide is not to eliminate skill instruction, but to subordinate it to the teaching of the writing process. The emphasis of this guide is on composition as an almost daily activity.

The thematic organization for this guide came from the research of Kenneth L. Donelson and Aileen Pace Nilsen in their book Literature for Today's Young Adults. The authors list six general topics that today's modern young adult enjoys reading. These include: 1. Realism--life, 2. Old Romanticism--wishing and winning, 3. Excitement and Suspense--westerns, mysteries, and the supernatural, 4. Science Fiction and Utopias, 5. Heroes, and 6. Special Interest books. The textbooks may or may not follow this thematic organization. Some indeed may offer very little on some themes. The use of supplemental material, especially the school library, is encouraged.

Some texts may be organized around skills. The temptation may be to simply teach the skill by whatever vehicle is available. The writers of this guide, all teachers themselves, feel that most reading and literature skills can be taught through any story, and, therefore, offer unit suggestions (not necessarily in sequential order) in keeping with the theme approach. Realizing it may not be probable or even possible to read every story or poem in each unit, these specific decisions are left to you. Conferences and cooperation with other reading/English teachers are also encouraged to provide necessary reinforcement and to prevent unnecessary repetition.

Some teachers may be using off level textbooks for middle/junior high classes. These texts are not listed in the materials section of this guide. It is suggested that teachers using off level texts become familiar with their organization and apply them as closely as possible to the theme approach.

METHODOLOGY NOTES

You may have noticed some new teaching strategies in this guide. They are probably new "educationalese" for techniques you have been using with your classes.

SSR stands for sustained silent reading. It is a technique that you could do every day, or you may want to set aside a specific time once each week. For some classes, five minutes might be an accomplishment. Whatever amount of time you decide to begin with, gradually lengthen it over the school year. Although not specifically stated, we encourage oral reading as an activity.

SQ3R stands for survey, question, read, recite, review. It is a study technique for reading new materials. It is one that should especially be shared with content area teachers.

The techniques of writing from dictation and timed writing are also mentioned in this guide. Writing from dictation is aimed at increasing fluency. In the beginning, the dictation should be short and punctuation should be stated. The students then check their papers against what was dictated. Timed writing is like SSR. Students may write for an amount of time as short as two minutes and as long as fifteen or twenty. Initially, developing fluency is the key with emphasis on flow, structure, syntax, and punctuation to follow. A topic may or may not be assigned.

Journal writing is encouraged through out the guide, and a word about it might be appropriate here. Journals are intended to be as free a writing exercise as possible. This is not to say that topics and/or techniques should not be suggested. But primarily journals are a real chance to "get words on paper" and, therefore, need not be graded with scrutiny or even graded at all.

More formal writing is also stressed through out this guide. You will see mention of the "process of writing." This five step process includes: 1. selecting a topic, 2. researching and organizing, 3. Writing the first draft, 4. proofreading and editing, and 5. writing the final draft. It is felt that the opportunity to write, edit, and rewrite should be granted to all students and, indeed, encouraged. Editing need not be done solely by the teacher. The use of peer editors and small groups will not only give each student a chance to have his/her paper heard, but will help lighten the teacher's paper load. Use of the holistic grading technique (grading the paper as a whole or for one or two specific purposes) will also help teachers handle the paper load that comes with composition. The final matter of overall evaluation, however, is left to teacher discretion.

You will note immediately that individual skills are not always specified. We are sure that you have several skills documents. The one we advocate is the Louisiana State

Department English/Language Arts Curriculum Guide, Grades 6-9 (Bulletin #1589) published in 1981. That guide is also recommended by the National Council of Teachers of English.

7th Grade Overview

Vocabulary, Spelling, Sustained Silent Reading, Reading Appreciation

Vocabulary, Spelling, Journal Writing

Reading/Literature	Composition/Grammar	Listening	Speaking
Literal Comprehension	Building Fluency	Listening Etiquette	Discussion Skills
Reference/Study Skills	Beginning Paragraph Writing	Listening for a Purpose	Functional Speaking
Functional Reading	Multiple Paragraph Writing	Listening for Enjoyment	Oral Reporting
Interpretive Comprehension	Varying Types of Paragraphs		Story Telling
Critical Comprehension	Poetry		Choral Reading
Test Taking			Poetry Reading
Story Elements			Plays and Skits
Figurative Language			
Poetry			

Of Life and Growing Up

(Topics could include: Problems, Family Life,
Health, Friends, Society)

7th Grade
Phase I
1st Quarter

Reading/Literature

1. Literal level comprehension
    a. main idea
    b. details
    c. sequence
2. Parts of a book
3. Vocabulary and spelling
    a. context clues
    b. other word attack skills
4. Sustained silent reading

Composition and Grammar

1. Building fluency - getting thoughts down on paper
    a. write from dictation
    b. write timed writings
2. Stress:
    a. sentence structure
    b. punctuation and capitalization
3. Vocabulary and spelling
4. Journal writing

Listening

1. Purposes of listening
2. Developing listening skills
3. Following directions

Speaking

1. Discussion skills
2. Functional speaking skills
    a. answering telephone
    b. giving directions
    c. making introductions

Adopted Materials

7th Grade
Phase I

Syllabus

Reading

Purpose in Literature

(Scott, Foresman)

Unit 1 - Encounters

Unit 2 - The Outsider

Sense

(Scott, Foresman)

Me - pp. 78-126

Carnival- pp. 12-18, 35-49, 53-55

A Sense of Fairness - pp. 138-177

The Glad Man-pp. 210-274

Adventures for Reading, I

(Harcourt, Brace, Jovanovich)

Part 1, Faces in the Mirror

Part 1, The Family

Encore

(Houghton Mifflin Co.)

Variations - pp. 4-11, 18-31, 46-57, 96-109

Appraisals - pp. 158-177, 199-202

Reactions - pp. 310-320, 339-347, 401-411

Echoes - pp. 443-449, 446-477, 479-484 494-506, 508-519

Sightings (Young America Reader 14)

(Rand McNally)

Unit 4-pp. 250-331

Adopted Materials

7th Grade
Phase I

Syllabus

Composition and Grammar

Language: Structure and Use

(Scott, Foresman)

Warm up Time

1. Thinking Creatively/Language Expression
2. Unit 1, Chapter 1-5
   Unit 3, Chapter 1,2
3. Unit 4, Chapter 1
   Unit 3, Chapter 3

Expressways

(Economy Co.)

1. Building Fluency - Unit 2, plan 21
2. Stress - Unit 1 (plan 6, unit 2, plan 14, plan 12)

   Unit 3 (plan 24, unit 4, plan 35, unit 5, plan 49)
3. Vocabulary and Spelling - Unit 1, plan 4, unit 2, plan 11, unit 3, plan 23
4. Journal writing - Unit 3, plan 22

Informational Books: Tantalizing Topics

(Topics could include: World Around Us, Family Life, Drugs, Fun Facts, How-To Books, Diet, Appearance, Humor)

7th Grade
Phase II
2nd Quarter

Reading/Literature

1. Dictionary
    a. dictionary skills
    b. structural analysis
    c. synonyms, antonyms, homonyms
2. Study skills
    a. SQ3R (survey, question, read, recite, review)
    b. Varying reading rate
3. Library skills
    a. Intro to library
    b. Library etiquette
    c. Card catalog

Composition and Grammar

1. Beginning paragraph writing
    a. summaries
    b. note taking
    c. outlining
2. Stress
    a. organization
    b. development
    c. logic
    d. clarity
    e. study skills
    f. reference skills
3. Test taking skills

Listening

1. Listening for information
    a. to identify main idea
    b. to select details

Speaking

1. Giving an oral report

7th Grade
Phase II
2nd Quarter

Reading/Literature	Composition and Grammar	Listening	Speaking
4. Functional reading	4. Vocabulary and spelling		
5. Vocabulary and spelling	5. Journal writing		
6. Sustained silent reading			

Adopted Materials

7th Grade
Phase II

Syllabus

Reading

Purpose in Literature

(Scott, Foresman)

Unit 1 - Insights

Unit 8 - Affinities

Sense

(Scott, Foresman)

Carnival- page 26

Adventures for Readers I

(Harcourt, Brace, Jovanovich)

Part 2, Non Fiction "Roots" - pages 404-408

Part 3, Fables

Encore

(Houghton Mifflin)

Variations - pp. 32-37, 74-79, 80-85

Appraisals - pp. 154-157, 191-198, 210-211, 240-245, 246-251

Reactions - pp. 293-298, 299-309, 328-337, 394-400

Echoes - pp. 430-433, 457-461, 462-465

Sightings (Young American Reader 14)

(Rand McNally)

Unit 1 - pp. 81-85

Unit 2 - pp. 88-165

Unit 3 - pp. 176-177, 185-189

Adopted Materials

7th Grade
Phase II

Syllabus

Composition and Grammar

Language: Structure and Use

(Scott, Foresman)

1. Unit 5, Chapter 1 and 2

   Unit 6, Chapter 1

   Unit 8, Chapter 2

   Handbook of Life Skills

Expressways

(Economy Co.)

1. Beginning paragraph writing - Unit 3, plan 28, unit 5, plan 47
2. Stress - Unit 4, plan 37, unit 5, plan 47, plan 51, unit 8, plan 78 & 79, unit 6, plan 54, & 55, unit 7, plan 67
3. Test Taking Skills - Use outside resource
4. Vocabulary and spelling - Unit 4, plan 36, unit 5, plan 42, unit 6, plan 53 & 58
5. Journal writing - Unit 4, plan 30

Of Excitement and Suspense

(Topics could include: mysteries, westerns, adventures, supernatural)

7th Grade
Phase III
3rd Quarter

Reading/Literature

1. Interpretive comprehension
    a. predicting outcome
    b. drawing conclusions
    c. making inferences
    d. cause/effect
    e. classifying
2. Test taking skills
3. Vocabulary and spelling
4. Sustained silent reading

Composition and Grammar

1. Multiple paragraph writing
2. Varying types of paragraphs
    a. short stories (narratives)
    b. descriptive paragraphs
3. Stress process of writing
    a. select topic
    b. research and/or organize
    c. first draft
    d. refine
    e. final paper
    f. creativity
    g. audience
4. Vocabulary and spelling
5. Journal writing

Listening

1. Listening to predict outcome
2. Listening for mood and tone
3. Listening for enjoyment

Speaking

1. Telling stories-(narratives)

Adopted Materials

7th Grade
Phase III

Reading

Purpose in Literature

(Scott, Foresman)

Unit 6 - Yesterday, Today, and Tomorrow

Sense

(Scott, Foresman)

Risk - pp. 146-190

Carnival - pp. 12-25, 35-49

Figure it out - pp. 78-124

Adventures for Readers, I

Part 1, The Earth is Home - pp. 156-158, 196-203

Part 2, Short Stories - pp. 233-241, 270-285

Part 2, Drama - pp. 324-339, 356-375

Part 2, Non Fiction - pp. 398-403

Encore

(Houghton Mifflin)

Variations - pp. 124-135

Appraisals - pp. 203-209, 265-273

Reactions - pp. 348-360, 387-391

Echoes - pp. 416-429, 436-442, 486-493

Sightings (Young American Reader 14)

(Rand McNally)

Unit 1 - pp. 10-22, 36-43, 47-61

Unit 3 - pp. 178-182, 190-203

Unit 5 - pp. 332-437

Adopted Materials

7th Grade
Phase III

Composition and Grammar

Language: Structure and Use

(Scott, Foresman)

1. Unit 6, Chapter 2

   Unit 7, Chapter 1

   Unit 2, Chapters 1-4

Expressways

(Economy Co.)

1. Multiple Paragraph writing - Unit 1, plan 9
2. Varying Types of Paragraphs - Unit 2, plan 19, unit 3, plan 28, unit 1, plan 8, unit 2, plan 14
3. Stress - Unit 8, plan 80 & 81, unit 6, plan 60, 61, & 62, unit 5, plan 46, unit 10, plan 98
4. Vocabulary and spelling - Unit 5, plan 40 unit 7, plan 64, unit 8, plan 72
5. Journal writing - Unit 9, plan 84

Of Heroes and Hopes

(Topics could include: Types of Heroes, Mythology, Sports)

7th Grade
Phase **IV**
4th Quarter

Reading/Literature

1. Interpretive and critical comprehension
    a. fact/opinion
    b. comparison/contrast
    c. analogies
    d. detecting bias
2. Story elements
    a. characters - (identification and analysis)
    b. setting
    c. plot
    d. climax
    e. conflict
    f. theme

Composition and Grammar

1. Varying types of paragraphs
    a. persuasive
    b. explanatory
2. Poetry
3. Stress:
    a. proper syntax
    b. figurative language
    c. appropriate word choice
    d. creativity
4. Vocabulary and setting
5. Journal writing

Listening

1. Poetry appreciation
2. Music appreciation

Speaking

1. Choral reading
2. Poetry reading
3. Plays and skits

Adopted Materials

7th Grade
Phase IV

Syllabus

Reading

Purpose in Literature

(Scott, Foresman)

Unit 4 - Heroes

Unit 5 - Myths

Unit 7 - Poetry

Sense

(Scott, Foresman)

Thank you, Jackie Robinson - pp. 208-256

Variety - pp. 36-41

Adventures for Reading, I

(Harcourt, Brace, Jovanovich)

Part 2, Poetry

Part 3, Myths of the Greeks and Romans

Encore

(Houghton Mifflin)

Variations - pp. 14-17, 60-73, 110-119

Appraisals - pp. 140-151, 186-190, 212-231, 252-263

Reactions - pp. 278-289, 361-371, 372-379

Echoes - pp. 478, 507

Sightings (Young American Reader 14)

Unit 1 - pp. 30-33, 66-69

Unit 2 - pp. 98-107, 113-121, 125-136

Unit 3 - pp. 168-175, 228-242

Unit 6 - pp. 438-517

8th Grade Overview

Reading/Literature

Vocabulary, Spelling, Sustained Silent Reading, Reading Appreciation

- Literal Comprehension
- Self Awareness Through Literature
- Reference/Study Skills
- Interpretive Comprehension
- Critical Comprehension
- Test Taking
- Story Elements
- Book Review
- Figurative Language
- Poetry

Composition/Grammar

Vocabulary, Spelling, Journal Writing

- Building Fluency
- Autobiographical Writing
- Functional Writing
- Multiple Paragraph Writing
- Varying Types of Paragraphs
- Poetry

Listening

- Interviewing
- Listening for a Purpose
- Poetry Appreciation
- Listening for Enjoyment

Speaking

- Discussion Skills
- Functional Speaking
- Role Playing
- Story Telling
- Choral Reading
- Poetry Reading

Of Life and Its Challenges

(Topics could include: Problems, Family Life,
Health, Friends, Society)

8th Grade
Phase I
1st Quarter

Reading/Literature

1. Literal level comprehension
    a. main idea
    b. details
    c. sequence
2. Parts of a book
    a. table of contents
    b. index
    c. glossary
3. Understanding of real life experiences through literature
4. Vocabulary and spelling

    expand word attack skills
5. Sustained silent reading

Composition and Grammar

1. Autobiographical writing
2. Continue to build fluency-getting thoughts on paper
3. a. Expand dictation
    b. Emphasize timed writings
3. Stress:
    a. sentence structure
    b. sentence parts
    c. usage
    d. organization
    e. development
4. Vocabulary and spelling
5. Journal writing

Listening

1. Interviewing
2. Listening for evaluation
3. Listening to dictation

Speaking

1. Making introductions
2. Discussion skills

Adopted Materials

8th Grade
Phase I

Reading

Literature and Life

(Scott, Foresman)

Unit 6 - Generations

Unit 8 - Diary of Anne Frank

Adventures for Readers, II

(Harcourt, Brace, Jovanovich)

Proving Grounds - pp. 1-85

The View from Here - pp. 89-136

American Folk Tales - pp. 501-523

Drama - pp. 270-364

Image

(Scott, Foresman)

The System - pp. 224-254

Family Matters - pp. 88-138

Look Again - pp. 82-98

Times Past- pp. 146-173, 175-190

Soundings (Young American Reader 15)

(Rand McNally)

Unit 1 - pp. 37-41, 48-56

Unit 2 - pp. 150-159

Unit 3 - pp. 170-175, 179-211, 217-287

Unit 6 - pp. 454-459, 471-499

Accents

(Houghton Mifflin)

Dimensions - pp. 70-80

Insights - pp. 208-210

Perspectives - pp. 294-309

Profiles - pp. 416-430, 442-451, 486-495, 523-539, 540-541, 550-559

Adopted Materials

8th Grade
Phase I

Composition and Grammar

Language: Structure and Use

Scott, Foresman

1. Warm-up Time
2. Unit 1 - Chapter 5

   Unit 2 - Chapters 1-4

   Unit 4 - Chapter 1

   Unit 3 - Chapter 3

   Unit 5 - Chapters 1 and 2

Expressways

Economy Co.

1. Autobiographical writing - use outside resources
2. Stress - Unit 1, plan 5, unit 2, plan 11 & 12, unit 6, plan 55, unit 10, plan 91
3. Continue to build fluency - Unit 6, plan 54
4. Vocabulary and spelling - Unit 1, plan 2, unit 2, plan 10, unit 3, plan 19

Informational Books: Tantalizing Topics

(Topics could include: World Around Us, Family Life, Drugs, Fun Facts, How-To Books, Diet, Appearance, Humor)

8th Grade
Phase II
2nd Quarter

Reading/Literature

1. Study skills
   - a. SQ3R (survey, question, read, recite, review)
   - b. varying reading rate
   - c. skimming and scanning
2. Review library skills
3. Reference skills
   - a. map reading
   - b. graphs
   - c. Reader's Guide
   - d. Atlas
   - e. Thesaurus
4. How to research a given topic

Composition and Grammar

1. Functional writing
   - a. letters
   - b. application
   - c. forms
2. Note taking
3. Outlining
4. Stress:
   - a. audience
   - b. clearness
   - c. logic
5. Test taking skills
6. Vocabulary and spelling
7. Journal writing

Listening

1. Listening for information
2. Listening for persuasion/propaganda

Speaking

1. Speaking to give information (how-to speeches)
2. Persuasive speaking
3. Role playing in a job interview

8th Grade
Phase II
2nd Quarter

Reading/Literature	Composition and Grammar	Listening	Speaking
5. Fact/opinion			
6. Vocabulary and spelling			
7. Sustained silent reading			

Adopted Materials

8th Grade
Phase II

Reading

Literature and Life

(Scott, Foresman)

Unit 1 - Free Samples

Unit 5 - American Kaleidoscope

Adventures for Readers II

(Harcourt, Brace, Jovanovich)

Images of America - pp. 144-192

Non Fiction - pp. 366-416

Image

(Scott, Foresman)

Family Matters - pp. 88-96

First Choice - pp. 19-24, 41-48

Soundings, (Young American Reader 15)

Unit 1 - pp. 17-22, 57-61

Unit 2 - pp. 84-110, 123-129, 140-149, 160-162

Unit 3 - pp. 176-178, 212-216

Unit 4 - pp. 353-355, 361-364

Unit 5 - pp. 392-394, 416-421

Unit 6 - pp. 460-470, 478-483

Accents

(Houghton Mifflin)

Dimensions - pp. 31-33, 61-67, 68-69, 107-109, 111-117, 118-131

Insights - pp. 166-173, 211-215, 237-243, 244-253

Perspectives - pp. 345-347, 385-386, 387-393

Profile - pp. 431-439, 476-483, 506-511, 512-516, 517-522

Of Wondrous Worlds

(Topics could include: Science Fiction, Fantasy,
Dreams, Nightmares, Utopias)

8th Grade
Phase III
3rd Quarter

Reading/Literature

1. Interpretive and critical comprehension
    a. compare/contrast
    b. predicting outcomes
    c. drawing conclusions
    d. cause/effect
    e. drawing inferences
    f. classifying
2. Test taking skills
3. Vocabulary and spelling
4. Sustained silent reading

Composition and Grammar

1. Multiple paragraph writing
2. Varying types of paragraphs
    a. short stories (narratives)
    b. descriptive
    c. explanatory
3. Stress process of writing
    a. select topic
    b. research and/or organize
    c. first draft
    d. refine
    e. final paper
    f. originality of ideas
    g. usage
4. Vocabulary and spelling
5. Journal writing

Listening

1. Listening for enjoyment
2. Listening for mood, tone, and special effects

Speaking

Story telling

Adopted Materials

8th Grade
Phase III

Reading

Literature and Life

(Scott, Foresman)

Unit 4 - Well Told Tale

Unit 2 - Uncertainties

Adventures for Readers, Book II

(Harcourt, Brace)

Short Stories - pp. 194-268

Library

Image

(Scott, Foresman)

Family Matters - pp. 120-123

Look Again - pp. 3-77, 102-111, 113-119

Haunted Summer - pp. 221-275

First Choice - pp. 51-63

Sounds, (Young American Reader 15)

(Rand McNally)

Unit 4

Unit 5

Unit 6 - pp. 502-516

Accents

(Houghton Mifflin)

Dimensions - pp. 18-30

Insights - pp. 185-195

Perspectives - pp. 310-319

Profiles - pp. 470-475

Of Wishing and Winning

(Topics could include: Types of Heroes, Biographies, Sports Figures, Fairy Tales, Mythology)

8th Grade
Phase IV
4th Quarter

Reading/Literature

1. Re-teach story elements
2. Book review
3. Expand understanding of irony
4. Poetry
    a. figurative language
    b. limerick
    c. free verse
    d. haiku
    e. concrete
    f. found
5. Vocabulary and spelling
6. Sustained silent reading

Composition and Grammar

1. Multiple paragraph writing
    a. editorials
    b. essay
    b. poetry
2. Stress:
    a. figurative language
    b. appropriate word choice
    c. proper syntax
    d. creativity
3. Vocabulary and spelling
4. Journal writing

Listening

1. Poetry appreciation
2. Music appreciation

Speaking

1. Poetry recitation
2. Choral reading

Adopted Materials

8th Grade
Phase IV

Reading

Literature and Life

(Scott, Foresman)

Unit 7 - Greek Myths

Unit 3 - Poetry

Adventure for Readers, Book II

(Harcourt, Brace)

Tales of Heroes and Herorness - pp. 466-483

Tales with Morals - pp. 487-498

Poetry: Less is More - pp. 418-433

Sound Effects - pp. 434-441

Sense and Nonsense - 449-451

Image

(Scott, Foresman)

A Time for Courage - pp. 160-260

Family Matters - pp. 108-119

Look Again - pp. 79-88

First Choice - pp. 12-16

Soundings, (Young American Reader 15)

(Rand McNally)

Unit 1 - pp. 10-15, 23-28, 31-36, 68-74

Unit 2 - pp. 112-120, 130-137

Unit 4 - pp. 322-326

Unit 5 - pp. 396-401, 404-415, 430-450

Accents

(Houghton Mifflin)

Dimensions - pp. 4-17, 36-41, 50-60, 81-89, 100-106

Insights - pp. 136-153, 154-155, 156-162, 163-165, 196-207, 216-228, 255-273

Perspectives - pp. 278-291, 292-293, 327-344, 350-360, 361-368, 370-376, 376-411

Profiles - pp. 440-441, 452-461, 484-485, 496-505

Adopted Materials

8th Grade
Phase IV

Composition and Grammar

Language: Structure and Use

(Scott, Foresman)

1. Unit 6 - Chapter 2

   Unit 8 - Chapter 1

   Unit 7 - Chapter 1

   Warm-up Time

Expressways

(Economy Co.)

1. Multiple Paragraph writing - Unit 10, plan 97, unit 6, plan 57 unit 9, plan 87, unit 12, plan 111, 113, 116
2. Stress - Unit 9, plan 82, unit 2, plan 10, unit 9, plan 83 & 84 unit 11, plan 108
3. Vocabulary and spelling - Unit 10, plan 90, unit 11, plan 101, unit 12, plan 113

Suggested Adolescent Reading List

Brian's Song

Island of the Blue Dolphin

Sunshine

Jonathan Livingston Seagull

Diary of Anne Frank

Follow My Leader

The Hobbit

The Outsiders

Born Free

Charlie and the Chocolate Factory

Charlotte's Web

Love Story

Old Yeller

Phantom Tallbooth

Black Stallion

Billy Jack

"Are you there, God?" It's me, Margaret.

Poseidon Adventure

That Was Then, This Is Now

Sounder

M * A * S * H

Mr. and Mrs. Bo Jo Jones

Go Ask Alice

Call of the Wild

The Pearl

Jaws

Incredible Journey

The Great Train Robbery

And I Alone Survived

Perilous Ascent: Stories of Mountain Climbing

Red Sky at Morning

Prelude to Terror

Welcome to Hard Times

People of the Dream

Suggested Adolescent Reading List

The Liveliest Town in the West
The Hell Bent Kid
A Hero for Henry
And Then There Were None
Lucky To Be Alive
The Last Sherlock Holmes Story
The Undertaker's Gone Bananas
Some Lie and Some Die
The Amityville Horror
Stone of Terror
A Really Wierd Summer
The Haunting of Kildoran Abbey
Cannibal
Bargain Bride
The Massacre at Fall Creek
The Man Who Walked Through Time
Keeper of the Children
The Snow Leopard
Butch Cassidy, My Brother
Marjoe: The Life of Marjoe Gortner
The Story of Stevie Wonder
The Upstairs Room
Big Star Fallin' Mama: Five Women in Black Music
"Whatta Gal": The Babe Didrikson Story
I Am Third
Doing My Own Time
It's Crazy to Stay Chinese in Minnesota
Admission to the Feast
I heard the Owl Call My Name
If I Love You, Am I Trapped Forever?
The Loneliness of the Long-Distance Runner
If You Could See What I Hear
One Flew Over the Cuckoo's Nest
The Bingo Long Traveling All-Stars and Motor Kings

Suggested Adolescent Reading List

Author Ashe: Portrait in Motion

I Always Wanted To Be Somebody

Brain Piccolo: A Short Season

Bang the Drum Slowly

Even Big Guys Cry

Only the Ball Was White

Man Kind? Our Incredible War on Wildlife

Fantastic Television

Reigning Cats and Dogs

Never to Forget: The Jews of the Holocaust

Violins and Shovels: The WPA Arts Projects

All You Need is Love: The Story of Popular Music

Old is What You Get

Endings: A Book About Death

Nitty Gritty

Durango Street

A Boys and Girls Book About Divorce

The Sports Medicine Book

Why Am I So Miserable if These Are the Best Years of My Life

You! The Teenage Survival Book

The Cat Ate My Gymsuit

The Foxfire Book

All Creatures Great and Small

The Girl Who Knew Tomorrow

Diary of a Frantic Kid Sister

A Summer to Die

Lisa, Bright and Dark

I Never Promised You a Rose Garden

I Was a Ninety Pound Duckling

Eric

The Ghoulish Book of Weird Records

Turned Out

The Late Great Me

A Hero Ain't Nothin' But a Sandwich

Suggested Adolescent Reading List

Why Have the Birds Stopped Singing

Hot Rod

The Outsiders

Slake's Limbo

Confessions of a Teenage Baboon

Growing Up in a Hurry

Ripley's Believe It or Not

The Guiness Book of World Records

I know What You Did Last Summer

Daddy Was A Numbers Runner

A Raisin in the Sun

The Velveteen Rabbit

COURSE OUTLINES DESIGNED BY:

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SPUR

ENGLISH - NINTH GRADE

AREA: English I

11115 English Essentials, 1st Semester

11116 English Essentials, 2nd Semester

This course is based on the philosophy stated in State Bulletin 1590, English and Language Arts Curriculum Guide Grades 9-12. The Guide states, "Because the language arts are interrelated, reading and writing communication cannot be taught as a set of isolated skills, but instead must be taught in the context of the actual reading and writing processes. These four (4) language arts strands are processes rather than content, and with continuing instruction, the learner will become more proficient in each area . . . ".

AREA: English I

11145 Developmental Skills in Composition and Literature, 1st Semester

11146 Developmental Skills in Composition and Literature, 2nd Semester

This is an introductory course in literature and composition including studies in language.

AREA: English I

11175 Advanced Skills in Composition and Literature, 1st Semester

11172 Advanced Skills in Composition and Literature, 2nd Semester

This is an introductory course in literature and composition. The emphasis is on developing the creative writer and giving the student wide experience as a reader.

ENGLISH - TENTH GRADE

AREA:	English II
11215	Basic Formats in Composition and Literature, 1st Semester
11216	Basic Formats in Composition and Literature, 2nd Semester

This is an intensive course in literature and composition with an emphasis on continuing development in fluency in writing and reading.

AREA:	English II
11245	Intermediate Elements in Composition and Literature, 1st Semester
11246	Intermediate Elements in Composition and Literature, 2nd Semester

This is an intensive course in literature and composition including studies in language.

AREA:	English II
11275	Advanced Writings and Literary Types, 1st Semester
11276	Advanced Writings and Literary Types, 2nd Semester

The above is an intensive course in literature and composition including studies in language.

ENGLISH - ELEVENTH GRADE

AREA:	English III
11315	Practical Language and Literature in America, 1st Semester
11316	Practical Language and Literature in America, 2nd Semester

This is a specialized course in functional communication skills and American Literature including studies in syntax and vocabulary.

AREA:	English III
11345	Designs in Composition and American Literature, 1st Semester
11346	Designs in Composition and American Literature, 2nd Semester

This is a specialized course in narrative and descriptive writing and American Literature including studies in syntax and vocabulary.

AREA:	English III
11375	Advanced Workshop in Writing and American Literature, 1st Semester
11376	Advanced Workshop in Writing and American Literature, 2nd Semester

This is an advanced course specializing in creative writing and American Literature including studies in language.

AREA: English IV

11401 Reviewing Language Arts Skills

This is a selective course combining a review of fundamental skills and written fluency. It is to be combined with one of the following: British Literature, Contemporary Literature, Humanities, Individual Author's Seminar or World Literature.

AREA: English IV

11403 Professional Preparation in Language and Literature

This is a selective course in career English. It is to be combined with one of the following: British Literature, Contemporary Literature, Humanities, Individual Author's Seminar or World Literature.

AREA: English IV

11405 Advanced Composition

This course focuses on conducting research and is combined with the literature of one of the following: Contemporary Literature, British Literature, World Literature, Individual Author's Seminar, or Humanities.

AREA: English IV

11407 World Literature

The student reads, analyzes and writes about literature beginning with the Greek period and continuing through the modern period. This survey course covers the novel, drama, poetry, and short story as written by representative writers of all races and selected periods. It is offered in conjunction with the writing courses specified for English IV.

AREA: English IV

11402 Contemporary Literature

The student examines models of all types of contemporary literature including novels, plays, short stories, poems, and essays.

AREA: English IV

11404 Survey of British Literature

This course is a general introduction to the literary works which from the development of British literature. Major authors studied are Chaucer, Shakespear, Milton, Pope, Swift, Wordsworth, Browning, Sharo, Wilde, Joyce, Eliot, and Houseman. Writing assignments are an out-growth of class discussions, reading selections, and research.

AREA: English IV

11406 Individual Author Seminar

This course is an intensive study of one author's work, the influences on his work, and the major themes present in the works. The background, life and times of the author are studied.

AREA: English IV

11408 Humanities

The student investigates ideas, emotions, and universal themes reflected through philosophy, art, music, architecture, religion, and literature.

Rationale: English I

Ninth grade English provides a link between the essential skills developed in elementary and junior high school and the more sophisticated high school skills. In a very real sense, one does not use, nor readily learn, these skills in isolation. It is important that they be taught in the context of the overall language process, involving reading, writing, speaking, and listening. The ninth grade English courses are structured to meet the needs of students who have attained varying levels of proficiency and to develop in them greater fluency and a deeper appreciation for this process.

GL - Glencoe English 9

SF - Scott, Foresman Language: Structure and Use, 9

SF-M - Scott, Foresman Arrangement in Literature (Medallion Edition)

HBJ - Harcourt, Brace, Jovanovich Adventures in Reading (Heritage Edition)

How to use this guide:

The first page of this guide provides an overview of the course content for Preparatory English. The pages following represent a more detailed outline of content to be developed during each phase or nine week period. Instruction during each of these four phases revolves around a specific theme. As is stated in the rationale for this course, all language arts skills should be taught in the context of the overall language process. The columns in each phase should not be followed vertically. For example, a listening activity may lead naturally into a writing or reading activity.

Methodology Notes

- Spelling is not mentioned in the course guide but the student should be taught to look for the pattern of errors in her/his writing and encouraged to work at correcting these errors.
- Vocabulary must always be taught in context and students should be encouraged to keep a personal notebook or file of new words.
- Dictation

  Passages for dictation can be selected from literature or content area instructional material at the students' reading level. A passage is read to the students three times. Students listen to the first reading of the passage to get the meaning of the selection. The second reading of the passage is done slowly with emphasis on syntactic phrases so that students can copy these phrases. Depending on the objective of the dictation exercise, punctuation may or may not be given orally. The final reading is done at a normal speed so that students can check the passage for punctuation, capitalization or misspellings. A careful proofreading requires that the student read the passage many times. Students are graded only for the number of errors they do not find in proofreading.

("The Role of Writing in Developmental Reading," Journal of Reading, Vol. 25, No. 4, Jan. 1982, 330-339)

- Timed Writing, Journal Writing, Peer Editing

All of these are adequately explained in the State of Louisiana English and Language Arts Curriculum Guide 9-12 on pages 336-343.

OVERVIEW

ENGLISH - NINTH GRADE English Essentials 11115, 11116

	Phase One	Phase Two	Phase Three	Phase Four
	REALISM	EXCITEMENT/SUSPENSE	HEROES IN FACT/FICTION	READING FOR INFORMATION
WRITING	Survival Writing Narrative Writing Journal Writing Dictation	Narrative Writing Reflective Writing Journal Writing Dictation	Descriptive Writing Friendly Letters Journal Writing Dictation	Expository Writing Journal Writing Dictation
READING/LITERATURE	Literal Comprehension Newspaper Short Stories Written Directions Reference Sources Dictionary Vocabulary Development in Context Sustained Silent Reading	Literal Comprehension/Interpretive Comprehension YA Novels Plays Reference Sources Library Encyclopedia Vocabulary Development in Context Sustained Silent Reading	Interpretive Comprehension Biographies Autobiographies Myths and Legends Reference Sources Atlas Almanac Reader's Guide, etc. Vocabulary Development in Context Sustained Silent Reading	Critical Comprehension Propaganda Newspapers Magazines Review of Reference Sources Vocabulary Development in Context Sustained Silent Reading
SPEAKING/LISTENING	Following Directions Dictation Group Discussion	Dictation Play Reading Group Discussion Book Conferences	Dictation Storytelling Group Discussion Role Playing	Dictation Oral Presentation Group Discussion Non-print Media

English Essentials - NINTH GRADE 11115 PHASE ONE - FIRST QUARTER

WRITING	READING/LITERATURE	LISTENING/SPEAKING
Survival Writing - completing forms, applications and directions (Gl, Chap. 7) - writing a clear set of directions	Reading Directions - locating key words - sequencing steps	Following Directions/Sequencing - selecting key words from oral directions - presenting 3 to 4 step directions orally
Narrative Writing - ordering events chronologically - relating a personal experience - retelling a newspaper story	Reading Newspaper Articles/ Short Stories - identifying main idea and supporting details in newspaper articles or short stories - identifying plot	Listening Comprehension - identifying main idea and details in short stories read by teacher or taped
Timed Writings - writing about literature	- finding details which give information about the setting of the short stories read	
Dictation	Sustained Silent Reading - continuous (once a week for 10 to 15 minutes)	Dictation - emphasize correct end punctuation and vocabulary development
Journal Writing - continuous (at least twice a week)	Reference Sources - Dictionary - Alphabetical order, guide words, identification of synonyms and antonyms (SF, p. 269)	Group Discussion - listening courteously (Gl, Speech Handbook, p. 163 179)

Usage Note:

Emphasize the concept of the sentence, end punctuation, fragments and run ons
(SF, Chap. 16)
(Gl, p. 320-322)

Vocabulary Development

- continuous in context

English Essentials - NINTH GRADE 11115 PHASE TWO - SECOND QUARTER

WRITING

Narrative Writing

- responding to literature
- writing narrative paragraphs about pictures
- writing endings for open-ended stories

Reflective Writing

- writing about a personal experience

Timed Writings

Dictation

Journal Writing

- continuous at least two times a week

Usage Note:

Emphasize subject/verb agreement
(SF, Chap. 6 Gl, Grammar Handbook, p. 334)

READING/LITERATURE

Reading Young Adult Novels/ Plays

- recognizing cause and effect
- drawing conclusions about characters and events
- identifying major and minor characters
- identifying plot
- predicting outcomes
- identifying conflict

Sustained Silent Reading

- continuous (once a week for 15 to 20 minutes)

Reference Sources

- Library
- Encyclopedia

Vocabulary Development

- continuous in context

LISTENING/SPEAKING

Listening Comprehension

- drawing conclusions about characters or events from plays
- recognizing cause and effect

Play Reading

- reading with expression

Book Conferences

- reporting individually on YA novels to teacher

Dictation

Group Discussion

- listening to formulate and answer questions

English Essentials - NINTH GRADE 11116 PHASE THREE - THIRD QUARTER

WRITING

Descriptive Writing

- writing descriptive paragraphs about characters from literature read
- writing descriptive paragraphs using sensory details (Gl, Chap. 2)

Writing Friendly Letters

- writing to a favorite character (S , Chap. 17, p. 397)

Timed Writings

Dictation

Journal Writing

- continuous (at least twice a week)

Usage Note:

Emphasize inflected verb endings, e.g. -s, -ed, -ing.
(Gl, Grammar Handbook, Chap. 3)

READING/LITERATURE

Reading Biographies, Autobiographies, Myths, and Legends

- drawing conclusions about characters
- inferring traits of character
- comparing and contrasting characters
- distinguishing between fact and opinion (Sf, p. 308-312)

Sustained Silent Reading

- continuous (once a week for 20 to 25 minutes)

Reference Sources

- Atlas
- Almanac
- Biographical Dictionary

Vocabulary Development

- continuous in context

LISTENING/SPEAKING

Listening Comprehension

- distinguishing between fact and opinion

Role Playing

- selecting scenes from the literature read

Storytelling

Dictation

Group Discussion

- expressing opinion clearly

English Essentials - NINTH GRADE 11116 PHASE FOUR - FOURTH QUARTER

WRITING	READING/LITERATURE	LISTENING/SPEAKING
Expository Writing - writing a paragraph of directions - using comparison in an expository paragraph - using contrast in an expository paragraph - writing advertisements (SF, Chap. 18, p. 403-418, G1, Chap. 4)	**Reading Informational Books** - distinguishing fact and opinion (SF, Chap. 14) - detecting types of propaganda - determining point of view - making comparison and contrasts	**Listening Comprehension** - detecting types of propaganda from non-print media
Writing Business Letters - writing about a product or an advertisement	**Sustained Silent Reading** - continuous (once a week for 25 to 30 minutes)	**Oral Presentation** - selling a product
Timed Writings	**Review of Reference Sources** - preparing a bibliography	**Committee Reports** - reviewing 3 or 4 sources on one topic
Dictation	**Reading Rate** - skimming and scanning - varying rate to suit purpose	**Dictation**
Journal Writing **Usage Note**: Emphasize using auxiliary verbs with past participle (G1, Grammar Handbook, Chap. 3)	**Vocabulary Development** - continuous in context	**Group Discussion** - reviewing propaganda in non-print media

ENGLISH I

Developmental Skills in Composition and Literature

and

Advanced Skills in Composition and Literature

English I

How to Use this Guide:

The four areas of communication — writing, reading, speaking, and listening-- are to be taught with as great a degree of integration as possible. When thinking in terms of one area, one must be alert to how the other three tie in and use activities from one area to reinforce the knowledge acquired in another.

While diagnostic work may suggest a specific starting point, it will generally be best to start with the first entry in the writing column, moving frequently after that among the columns, observing logical sequences and integrating the supportive work below the broken line with the primary emphases above.

In general, an effort has been made to show relationships between items in the upper portions of the columns, though many more combinations may be possible. Items below the broken line are supportive or reinforcing in nature and may be freely used with regard to many other lessons or activities.

Although the four communication areas will be taught as simultaneously as possible, it will be useful to look at them here individually.

Methodology Notes on Composition

In order to produce a higher degree of fluency, it is recommended that students write as frequently as possible--at least twice a week. A large number of in-class writing assignments will insure a higher percentage of completed work as well as providing the student with a better atmosphere for work than may be available to him elsewhere.

The ultimate goal is to teach the student to write not only fluently, but also clearly and correctly. While grammar and usage drill prove useful in some circumstances, they serve as supportive devices for the teaching of effective writing and not as ends in themselves. The emphasis should be upon correcting errors as they occur individually within a given student's work. Objective activities or drill will, of course, be used, especially when a large number of students are deficient in the same area. In order to improve usage, however, the student must continually apply his newly learned skills to his own writing.

Expansion of the student's understanding of types of writing, such as decription or narration, may be supported by class discussion of student papers and of the writings of professionals, either from outside sources or from the literature text. Additionally, reading selections often provide topics for journal entries, paragraphs, or essays.

Reading

As with writing, the best way to improve reading is to read. For this reason, a weekly period of free sustained silent reading is included in the curricula. This is in addition to any time spent reading work assigned by the teacher.

It is important that the questions considered by the reader involve different levels of comprehension, moving from literal to interpretive to critical.

Reading and writing assignments should frequently be related. For example, a student studying persuasive writing might argue for or against the course of action followed by a certain character he has read about. In this way both reading and writing skills are strengthened.

Speaking and listening skills, discussed below, also serve to reinforce reading and writing skills.

Speaking and Listening

Through the use of speaking and listening activities, the student will augment the learning done in other areas as well as improve communication skills necessary in day-to-day life.

Group discussion, for example, may help the student clarify concepts which have been unclear for him, either in the area of reading or writing, and will provide him with a forum for expressing his ideas and hearing those of others. Oral readings help develop appreciation of how sound frequently plays an important part in word choice and help build the confidence necessary to speak in front of a group. Listening activities will help the student learn to draw the essential information from the spoken word, as well as the written.

In general, these activities will relate to units studied in reading or writing.

Special Note: See the State of Louisiana English/Language Arts Curriculum Guide for detailed explanations of timed writings and journal writing. Also see the suggestions there for handling the paper load.

Overview English I Developmental Skills in Composition and Literature

	Phase One	Phase Two	Phase Three	Phase Four
Writing	Narrative Writing/ Reflective Writing	Descriptive Writing	Expository Writing	Persuasive Writing
	Writing about Literature	Writing about Literature	Writing about Literature	Writing about Literature
	Journal Writing	Journal Writing	Journal Writing	Journal Writing
	Friendly Letters			Business Letters
Literature & Reading	The Short Story	The Short Story	The Novel	Drama
	Narrative Poetry	Lyric Poetry	Biography/ Autobiography	Essays/Articles/ Editorials
	Sustained Silent Reading	Sustained Silent Reading	Sustained Silent Reading	Sustained Silent Reading
	Vocabulary Study	Vocabulary Study	Vocabulary Study	Vocabulary Study
	Written Directions		Reviewing Reference Skills	Detecting Propaganda
Speaking/Listening	Group Discussion	Group Discussion	Group Discussion	Group Discussion
	Library Orientation	Choral Reading	Giving Oral Reports	Reading Drama
	Oral Directions	Taking Notes	Evaluating Oral Reports	Listening for Ideas
	Dictation	Dictation		

PHASE ONE ENGLISH I DEVELOPMENTAL

WRITING	LITERATURE/READING SKILLS	SPEAKING/LISTENING
Narrative Writing/ Reflective Writing (SF, chap. 17; Gl, Chap. 3) - writing about personal experiences - writing in sequence	The Short Story (narrative fiction), (SF-M, units 1, 2; HBJ, pp. 2-16) (select appropriate works) Emphasizing: - setting - conflict - climax - plot	Dictation Dictate sentences or paragraphs; include dialogue
Friendly Letters (SF Handbook, Chap. 17; Gl, Chap. 7, Comp. Hbk 5) (May be of a narrative nature)	Narrative Poetry (SF, units 1, 4; HBJ, pp. 319-323 and elsewhere) (Select appropriate works; incorporate literary elements above) - rhyme/rhythm - alliteration - onomatopoeia	Library Orientation Visit the library - Become acquainted with resources and their locations
Writing Narrative Fiction (SF, Chap. 17; Gl, Chap. 3) - completing open-ended stories (review applicable punctuation)	------- REINFORCEMENT ------- Vocabulary Development - words from reading selections - words relating to genre studied - other workbook or list used at the school	Following Oral Directions

------ REINFORCEMENT ------

Usage Note:

Emphasize correct sentences

- eliminating run-on's
- eliminating fragments (SF, chap. 16; Gl, Gmr. Hbk. 18)
- using correct end marks (SF, Chap. 10; Gl, Gmr Hbk. 18)

Sentence Combining

- forming cmpd. sent. & cmpd, elements (SF, Chap. 3; Gl, Gmr Hbk. 17, Comp. Hbk 1)
- applicable punctuation (SF, Chap. 10; Gl, Gmr Hbk 27)
- using proper format: margins, heading, etc. (SF, Handbook)

Keeping a Journal (at least once a week)

(SF, Chap. 17; Gl. Chap. 3)
- open topics
- directed topics

Following Written Directions

Sustained Silent Reading

(15-30 min. at least once per week)

Group Discussion

__Timed Writings__ (at least
once a week - 5 minutes)
May be kept in journal

WRITING

Descriptive Writing

(SF Chap. 17; Gl, Chap 2)

- using the five senses
- using figurative language
- comparing and contrasting
- using spatial or chronological order
- choosing vivid, accurate words

Writing about the Short Story and/or Poetry

Include journal entries or other assignments relating to literature. For example, write a description of a given character including appearance and personality traits.

Fluency Goal:

At lease one writing assignment should be developed into a 2 or 3 paragraph paper dealing with some aspect of description and/or literature. Aim for 100-150 words.

LITERATURE/READING SKILLS

(Notice how description is used in reading selections.)

The Short Story (cont.)

(SF, units 1, 2; HBJ, pp. 2-160) (select appropriate works)

- point of view
- characterization
- theme

Lyric Poetry

(SF, units 1, 4; HBJ pp. 310-316, elsewhere) (Incorporate applicable literary elements and comprehension skills developed above.)

SPEAKING/LISTENING

Choral reading

- developing rhythm
- conveying meaning and emotion through tone and emphasis
- enunciating clearly

Evaluating a Reading

Listen to tape of reading and evaluate own reading or that of another class or professional group.

- imagery
- figurative language
  simile
  metaphor
  personification

------ REINFORCEMENT ------

Sentence combining

Incorporating descriptive words in the primary base sentence

Paragraphing

Use topic sentences; move towards the multi-paragraph paper.
(SF, chap. 18; Gl, Comp. Hbk 6)

Usage

Emphasizing

- subject-verb agreement
  (SF, chap. 6; Gl Gmr Hbk 6)
- pronoun-antecedent agreement
  (SF, Chap. 7; Gl Gmr Hbk 22)

Journal Writing
(at lease once per week)

Timed writing
(at least once per week)

------ REINFORCEMENT ------

Proofreading

(SF, Chap. 20; Gl, Comp. Hbk 2)

Sustained silent reading

(at least once per week)

Vocabulary Development

Literal and interpretive comprehension should be stressed during this phase.

------REINFORCEMENT ------

Dictation

Note Taking

- taking notes from a lecture or tape
- selecting the main ideas and recording them in a usable fashion

Group discussion

PHASE THREE ENGLISH I DEVELOPMENTAL

WRITING

Expository Writing

(SF, Chap. 18; Gl, Chap. 3 & 6)

- writing paragraphs giving
  - directions
  - transitional words
  - sequence
- paragraphs of explanation
  - examples/details

Writing about the Novel

Some journal entries or short papers should relate to the novel studied. For example, explain how circumstances led a character to make a certain crucial decision.

Writing Biography/ Autobiography

Write a brief autobiography *or* a biography of a friend, parent, acquaintance, etc.

LITERATURE/READING SKILLS

The Novel

(Use available abridged novel or novella contained in text and/ or appropriate young adult novel.) (SF-M, unit 8; HBJ, pp. 553-720)

Review elements held in common with the short story; plot, setting, etc.

Non-fiction Prose: Biography, Autobiography

(SF, unit 6; HBJ pp. 207-240)

- recognize point of view and how this both broadens and limits the work
- be aware that other elements studied in fiction may also be present--setting, etc.

Reviewing reference skills

(SF, Chap. 22; Gl, Chap 5)

(visit library if possible)

- dictionary
- encyclopedia

SPEAKING/LISTENING

Presenting Oral Reports

- using proper organization
- speaking clearly
- staying with the topic

(Gl, Sp Hbk, 7, 9, & 10)

Evaluating Oral Reports

- listening for main idea
  - specific details
- improving critical listening

(Gl, Sp. Hbk, 3)

------ REINFORCEMENT ------

Group Discussions

Fluency Goal:

At lease one writing assignment should be developed into a 3 to 5 paragraph paper of about 150 to 200 words.

------ REINFORCEMENT ------

Usage

(SF, Chap. 5; Gl, Gmr Hbk, 20)

- emphasize correct verb forms
- recognize auxiliary verbs
- correctly form past and past participle
- give special attention to to be

Sentence combining:

Combine pairs of sentences to produce subordinate phrases or clauses (applicable punctuation)

Journal Writing

(at least once per week)

Timed Writing

(at least once per week)

- reader's guide, etc.

------ REINFORCEMENT ------

Sustained silent reading

(at least once per week)

Vocabulary Development

(Interpretive and Critical comprehension should be stressed during this phase.)

WRITING	LITERATURE/READING SKILLS	SPEAKING/LISTENING
Persuasive Writing (Gl, Chap. 6) - using sound reasoning - using supporting details and/or examples	**Non-fiction Prose: Essays, Editorials, Articles** (HBJ, pp. 162-240, SF, unit 6) - main idea - fact vs. opinion	**Reading Drama** - reading drama aloud - reading interpretively - observing stage directions
Business Letters (SF Handbook; Gl, Comp Hbk 5) (These may be persuasive in nature; letters to the editor; letter to a manufacturer or store arguing for free repair, etc.)	**Detecting Propaganda** in non-fiction prose	------ REINFORCEMENT ------
Writing about the Drama - summarize in prose form an act or scene from a play - may write about a literary aspect, e.g. - writing persuading the reader that a character was right or wrong in his actions or decisions	**Drama** (HBJ, pp. 334-480; SF, unit 3, 5, 7) - observing differences between drama and other fictional prose forms - understanding stage directions; Relating applicable literary elements to drama (setting, etc.)	**Critical listening** Answering questions about an oral reading or taped presentation of a selection representative of one of the areas studied this phase

Fluency Goal:

At lease one writing assignment should be developed into a 3 to 5 paragraph paper of about 200 to 250 words.

------ REINFORCEMENT ------

Usage note:

- emphasizing pronoun case (SF, Chap. 7; Comp Hbk 22)

Journal Writing

(at lease once per week)

Timed Writings

(at least once per week)

------ REINFORCEMENT ------

Sustained silent reading

(at lease once per week)

Vocabulary Development

(Stress Critical Comprehension during this phase)

Group Discussion

Overview English I Advanced Skills in Composition and Literature

	Phase One	Phase Two	Phase Three	Phase Four
Writing	Narrative Writing/ Reflective Writing Writing about Literature Journal Writing Friendly Letters	Descriptive Writing Writing about Literature Journal Writing	Expository Writing Writing about Literature Journal Writing Writing Summaries	Persuasive Writing Writing about Literature Journal Writing Writing Business Letters
Literature & Reading	The Short Story Narrative Poetry Sustained Silent Reading Vocabulary Development Written Directions	The Short Story Lyric Poetry Sustained Silent Reading Vocabulary Development	The Novel Biography/ Autobiography Guided Research Project Sustained Silent Reading Vocabulary Development	Drama Essays/Articles/ Editorials Sustained Silent Reading Vocabulary Development Detecting Propaganda
Speaking/Listening	Group Discussion Oral Directions Library Orientation	Group Discussion Taking Notes Choral Reading Panel Discussion	Group Discussion Giving Oral Reports Evaluating Oral Reports	Group Discussion Reading Drama Listening for Ideas Parliamentary Procedure

PHASE ONE ENGLISH I ADVANCED

WRITING	LITERATURE/READING SKILLS	SPEAKING/LISTENING
Narrative Writing/ Reflective Writing (SF, Chap. 17; Gl, Chap. 3) - writing about personal experiences - writing in sequence	**The Short Story** (narrative fiction), (SF-M, units 1, 2; HBJ, pp. 2-16) (select appropriate works) Emphasizing: - setting - conflict - climax - plot - tone/style	**Library Orientation** Visit the library - Become acquainted with resources and their locations
Friendly Letters (SF Handbook; Gl, Chap. 7, Comp Hbk 5) (May be of a narrative nature)	**Narrative Poetry** (SF-M, units 1, 4; HBJ, pp. 319-323 and elsewhere) (Select appropriate works; incorporate literary elements above) - rhyme/rhythm - alliteration - onomatopoeia	**Following Oral Directions**
Writing Narrative Fiction (SF, Chap. 17; Gl, Chap. 3) - completing open-ended stories (review applicable punctuation) - writing original stories	------ REINFORCEMENT ------ **Vocabulary Development** - words from reading selections - words relating to genre studied - other workbook or list used at the school	**Group Discussion**

------ REINFORCEMENT ------

Usage Note:

- eliminating run-on's
- eliminating fragments (SF, Chap. 16; Gl, Gmr Hbk, 18)
- using correct end marks (SF, Chap. 10; Gl Gmr Hbk, 18)

Paragraphing

- use topic sentences; move towards the multi-paragraph paper (SF, Chap. 18; Gl, Comp Hbk, 6)

Sentence Combining: forming cmpd. sent. & cmpd. elements (SF, Chap. 3; Gl, Gmr Hbk, 17, Comp Hbk 1)

- applicable punctuation (SF, Chap. 10; Gl, Gmr Hbk, 27)

Using proper format

- margins, headings, etc.

Writing legibly

Timed Writing (at least once a week; may be kept in journal)

Keeping a Journal (at least once per week; SF, Chap. 17, Gl Chap. 3)

- open topics
- directed topics

Following Written Directions

Sustained Silent Reading

(15-30 minutes at least once per week)

- Literal comprehension is stressed during this phase

PHASE TWO ENGLISH I ADVANCED

WRITING	LITERATURE/READING SKILLS	SPEAKING/LISTENING
Descriptive Writing (SF, Chap. 17; Gl, Chap. 2) - using the five senses - using figurative language - comparing and contrasting - using spatial or chronological order - choosing vivid, accurate words	(Notice how description is used in reading selections.)	Panel Discussion (s) - topics related to the short story
Writing about the Short Story and/or Poetry Include journal entries or other assignments relating to literature. For example, write a description of a given character including appearance and personality.	The Short Story (cont.) (SF-M, units 1, 2; HBJ, pp. 2-160) (select appropriate works) - point of view - characterization - theme - irony	Choral reading - developing rhythm - conveying meaning and emotion through tone and emphasis - enunciating clearly
Fluency Goal: At least one writing assignment should be developed into a 2 to 3 paragraph paper dealing with some aspect of description and/or literature. Aim for 150-200 words.	Lyric Poetry (SF-M, units 1, 4; HBJ, pp. 310-316, elsewhere) (Incorporate applicable literary elements and comprehension skills developed above.)	Evaluating a Reading Listen to tape of reading and evaluate own reading or that of another class or professional group.

- imagery
- figurative language
- simile
- metaphor
- personification
- apostrophe

Evaluate metaphors

- observe poetic techniques in prose

------ REINFORCEMENT ------

Sentence combining

Incorporating descriptive words in the primary base sentence

Usage

Emphasizing:

- subj.-verb agreement (SF, Chap. 6; Gl, Gmr Hbk, 6)
- pronoun-antecedent agreement

------ REINFORCEMENT ------

Proofreading

(SF, Chap 20; Gl, Comp Hbk 2)

Sustained silent Reading

(at least once per week)

------ REINFORCEMENT ------

Note Taking

- taking notes from a lecture or tape
- selecting the main ideas and recording them in a usable fashion

Group discussion

Journal Writing

(at least once per week)

Timed Writing

(at least once per week)

Vocabulary Development

(Literal and interpretive comprehension should be stressed during this phase)

PHASE THREE ENGLISH I ADVANCED

WRITING

Expository Writing

(SF, chap. 18; Gl, Chap 4 & 6)

- writing paragraphs giving directions
  transitional words
  sequence
- paragraphs of explanation
  examples/details

Writing about the Novel

- relate the values of the author to one's own life.
  or
- write an analysis of some aspect or element of the novel

LITERATURE/READING SKILLS

The Novel

(use available abridged novel or novella contained in text and/or appropriate young adult or standard novel)
(SF-M, unit 8; HBJ, pp. 553-720)

- review elements held in common with the short story: plot, setting, etc.
- distinguish between realistic and romantic types

Non-fiction Prose: Biography, Autobiography

(SF-M, unit 6; HBJ, pp. 207-240)

- recognizing point of view and how this both broadens and limits the work
- being aware that other elements studied in fiction may also be present,--setting, etc.

SPEAKING/LISTENING

Presenting Oral Reports

(Gl, Sp Hbk, 9 & 10)

- using proper organization
- speaking clearly
- staying with the topic

Evaluating Oral Reports

- listening for main idea
  specific details
- improving critical listening
  (Gl, Sp Hbk, 3)

Writing a Summary

Summarize an essay, chapter, etc,; concentrate on **accuracy** and conciseness.

Writing a Biography/ Autobiography

Write an autobiographical sketch or a biography of a friend, relative, or acquaintance.

Evaluating Biographies

- skim two biographies on the same person
- write brief evaluations comparing the emphasis and subjectivity

Fluency Goal:

At least one writing assignment should be developed into a 3 to 5 paragraph paper of about 200-250 words.

Guided Research Project

- develop a thesis statement
- write a topic outline
- compile a bibliography
- gather information
- write a report
  (This will be a short report, not a term paper.)

------ REINFORCEMENT ------

Sustained Silent Reading

(at least once per week)

Vocabulary Development

(Interpretive and critical comprehension should be stressed during this phase.)

------- REINFORCEMENT -------

Group Discussions

------ REINFORCEMENT ------

Usage

- emphasize correct verb forms
- recognize auxiliary verbs
- correctly form past or past participle
- give special attention to to be

Sentence combining:

Combine pairs of sentences to produce subordinate phrases or clauses.

Journal Writing

(at least once per week)

Timed Writing

(at least once per week)

PHASE FOUR ENGLISH I **ADVANCED**

Writing

Persuasive Writing

(Gl, Chap. 6)

- using sound reasoning
- using supporting details and/or examples

Business Letters

(SF Handbook; Gl Comp. Hbk. 5)

(These may be persuasive in nature: letters to the editor; letters to a manufacturer or store arguing for free repair, etc.

Writing about the Drama

Rewrite the play, or a scene from the play in a different genre or write a precis.

Fluency Goal: At least one writing assignment should be developed into a 3 to 5 paragraph paper of about 250-300 words.

Literature & Reading Skills

Non-fiction Prose: Essays, Editorials, Articles

(HBJ, pp. 162-240; SF, unit 6)

- main idea
- fact vs. opinion

Detecting Propaganda

Collect editorials for a period of time. Evaluate for style, emphasis, etc.

Drama

(HBJ, pp. 334-480; SF, unit 3, 5, 7)

- observing differences between drama and other fictional prose forms
- understanding stage directions
- relating applicable literary elements to drama (setting, etc.)

Speaking & Listening

Reading Drama

- speaking clearly
- reading interpretively
- observing stage directions

------- REINFORCEMENT -------

Critical listening

- answering questions about an oral reading or taped presentation of a selection representative of one of the areas studied this phase

Group Discussion

Following Parliamentary Procedure

- hold mock elections using correct procedure
- conduct basic "club" business, such as making motions, etc.

After reading a modern drama compare/contrast its conventions with those of Shakespearean & Classical drama. (The class may read all of the latter two, or just selected scenes, as appropriate.)

------REINFORCEMENT ------

Usage note: (Emphasizing pronoun case

Journal Writing

(At least once per week.)

Timed Writings

(At least once per week.)

------- REINFORCEMENT -------

Sustained silent reading

(At least once per week.)

Vocabulary Development

(Stress critical comprehension during this phase)

ENGLISH II

Rationale

English II is designed to produce students who:

- can enjoy reading from different genres and understands what they read,
- can profit from listening and evaluate what they hear,
- is at ease speaking before their classmates and express themselves in acceptable conventional language, and
- can effectively and competently communicate their thoughts in various types of writing.

Though all three levels of this course incorporate the aforementioned goals, they differ in focus. Level I, Basic Formats in Composition and Literature, is a fundamental course with emphasis on continuing development of fluency in writing, reading, and speaking, as well as development of a positive self-image in the student. Level II, Intermediate Elements in Composition and Literature, is a developmental course focusing on increasing communicative competence and self-assurance in the student. Level III, Advanced Writings and Literary Types, is an intensive course emphasizing maturity in writing and speaking, critical thinking, reading, and listening, as well as sensitivity in the student to the ideas of others.

How to Use this Guide:

In this guide, the four components of communication are presented concurrently to emphasize their relationships. Reading, writing, speaking, and listening are thus perceived as mutually reinforcing. For each course, an overview is provided for the entire year. The overview outlines what is to be covered in each phase, or nine week period. Following the course overview are four phase outlines which show the content to be covered in more detail. The horizontal arrangement discloses the unified way the four communication areas - writing, reading, speaking, and listening - will be taught. Allowance is made for flexibility in selection of materials and mode of presentation.

Grammar study has not been treated separately, but is recommended as student needs are diagnosed from their writings.

Special indications appearing in some of the phase material are explained as follows:

functional - indicates practical activities to be included

reinforcement - refers to skills which support and are to be taught in conjunction with major course content

asterisk(*) - indicates activities which are to be continued for the remainder of the year.

General Methodology

In teaching composition, the emphasis is on writing as a process. Students aided in understanding and using the stages of the process will be encouraged to write clear, interesting compositions. It is important that writers have a sense of audience and purpose. Research shows that thinking, talking, brainstorming, working in groups, role-playing, interviews, debates, and problem-solving as pre-writing activities motivate students and produce beneficial results in their writing. Another technique, the use of peer editing, can be helpful to the teacher as well as a means to improving writing skills for the students. (See note below)

Timed writing and journal writing are two excellent tools used to develop fluency and confidence. (See note below)

To prepare students for test taking, it is recommended that a special effort be made to include various types of objective and subjective test approaches throughout the year. Sections 35 and 36 of the Glencoe Grammar Handbook may be referred to for test taking tips.

Note: For evaluating writing and non-graded writing, see Louisiana State Curriculum Guide, pages 336-346.

English II - Basic Formats in Composition and Literature

Course Outline

	Phase I	Phase II	Phase III	Phase IV
Reading/Literature	Sustained Silent Reading Short Story Autobiography Biography	Novel	Drama	Poetry Understanding the Newspaper
Writing	Timed Writing Sentence Construction Sentence Combining Guidelines for Effective Word Choice Vocabulary Development Journal Writing Writing about Short Stories	Narrative Paragraphs Descriptive Paragraphs Writing about Novels	Expository Paragraphs Letter Writing Reviewing Reference Skills Writing about Drama	Writing Poetry Writing Newspaper Articles Autobiographical Papers Argumentative Paragraphs

Speaking/Listening

Oral Narratives

Introduction to Notetaking

Oral Discussions

Dictation

Activities to be continued throughout the school year.

Oral Reports on Novels

Evaluating Oral Reports

Role Playing

Dramatic Interpretations

Interviews

Poetry Reading

Oral Reports from Newspaper Articles

Persuasive Speeches

English II - Basic Formats in Composition and Literature

Phase I - First Nine Weeks

Writing

Timed Writing:

- to develop fluency
- 5-15 minutes
- any topic
- at least once a week

Introduction to Journal Writing

- to develop fluency
- topic may be open or decided by teacher
- at least once a week (in addition to timed writing)

Reading/Literature

Sustained Silent Reading:

- to develop fluency
- 15-45 minutes
- free reading (books, magazines, newspapers, etc.)
- at least once a week

Short Story:

- Basic Elements:
  plot
  setting
  character
  theme
- Related Elements:
  conflict
  climax
  point of view
- Reading Comprehension:
  details
  main idea
  sequence of events

Speaking/Listening

Dictation:

- to improve listening ability
- 5-15 minutes
- at least once a week
- may include: words, sentences, paragraphs, dialogues, etc.

Introduction to Notetaking:

- listening for major ideas
- listening for details
- recognizing speaker's emphasis

(Glencoe - Chap. 9, part one)

(see methodology notes for further explanation of speaker's emphasis)

	(Scott Foresman - Unit 2, The Short Story) (Harcourt, Brace - Unit 1, Short Stories) (Supplementary materials - films, filmstrips, and other books)	
Sentence Combining: - varying sentence structure - writing more complex sentences (Scott Foresman - Chap. 15) (Glencoe - Composition Handbook, section one)		Oral Discussions: - discussions of literary works - discussions of student writing
Writing about Short Stories - summarizing plot		Oral Narratives: - storytelling - anecdotes (Glencoe - Speech - Chap. 10 and Speech Handbook, sect. 1)
Guidelines for Effective Word Choice: - choosing appropriate words (Glencoe - page 14) (Scott Foresman - Chap. 5 and chap. 13, part 5)	Autobiography/ Biography - factual information and sources - character study (Harcourt, Brace - unit II nonfiction, section 2)	Brief Oral Autobiographical and/or Biographical Sketches

Sentence Construction:

- eliminating fragments and run-on's
- developing clarity and preciseness

(Glencoe - Grammar Handbook, sections 18 and 19)

(Scott Foresman - Chapter 16)

Vocabulary Development:

- word recognition
- homonyms, antonyms, synonyms
- word structure
- context
- dictionary

(Scott Foresman - Chap. 13)

(Glencoe - Spelling and Vocabulary Handbook, sections 29-30)

(Supplementary materials)

(Vocabulary words from literature)

English II - Basic Formats in Composition and Literature

Phase II - Second Nine Weeks

Writing

Writing about Novels:

- focus on selected aspects of the novel (rather than merely retelling plot) e.g., climax of the novel or comparing and contrasting characters, etc.

(Scott Foresman - Chapter 20, part 2, sect. 3, and part 3)

Narrative Paragraphs:

- relating personal experiences
- completing open ended stories
- chronological organization
- using writing dialogue

(Glencoe - Chap. 3 sect. 2, 3, and 4)

Reading/Literature

Novel:

- Basic elements of the Novel contrasted with those of the Short Story:
  plot
  setting
  character
  theme
- Related Elements:
  conflict
- Reading Comprehension:
  main idea
  details
  sequence of events
  compare and contrast
- Teacher selected novel for class study - including background of the author (consider reading level of the students when selecting novel)

Speaking/Listening

Oral reports on novels:

- to improve speaking and listening ability
- reports on outside reading, e.g., personal reaction, significance of setting, significance of title, character description, etc.

Evaluating Oral Reports:

- improving listening skills
- developing critical thinking and critical listening

Descriptive Paragraphs:

- using sensory language
- accurately depicting persons
- accurately depicting places
- accurately depicting objects

(Scott Foresman - Chapter 20, part 2, sections 1 and 2)

(Glencoe - Chapter 2)

English II - Basic Formats in Composition and Literature

Phase III - Third Nine Weeks

Writing

Writing about Drama:

- responding to character, plot, or particular incident
- paraphrasing scenes from a drama (to assess and reinforce student's comprehension of drama studied)

Expository Paragraphs:

- explaining a process, idea, or function
- presenting information
- defining concepts
- topic sentences
- informal outlines
- methods of developing expository paragraphs
  time order
  cause-effect
  order of importance
  camparison-contrast
  series of examples

Reading/Literature

Drama:

- contrasting drama with the short story and novel
- reading comprehension:
  theme or main idea
  sequence of events
  details
  major characters
  inferring character traits
- teacher selected drama (s) for class study (considering reading level of students)

(Scott Foresman - unit 3)

(Harcourt Brace - Drama unit)

Speaking/Listening

Dramatic Interpretations:

- using appropriate intonation, stress and emphasis in dramatic readings
- dramatizing the paraphrased versions of scenes from the play

Role playing:

- portraying real life situations
- recognizing and utilizing language appropriately in response to role

(Glencoe-Chap. 4)

(Scott Foresman-Chap. 19, sect. 18)

Letter Writing:

- writing friendly letters
- writing business letters
- addressing envelopes

(Glencoe - Chap. 7 and Composition Handbook, sect. 5)

(Scott Foresman - Chap. 20, part one, sect. 2 and pages 551-554)

Reviewing Reference Skills:

- locating resources
- reviewing library arrangement
- skimming
- scanning
- taking notes
- avoiding plagiarism
- paraphrasing

(Scott Foresman - Chap. 22)

Interviews:

- preparing interview questions
- conducting interviews
- evaluating interviews

(Glencoe - Chap. 9)

English II - Basic Formats in Composition and Literature

Phase IV - Fourth Nine Weeks

Writing	Reading/Literature	Speaking/Listening
Writing Poetry: - appreciating variety of form in poetry - writing poetry in various forms: cinquain hakiu concrete poetry, etc.	Poetry: - enjoying poetry - contrasting poetry and prose - reading comprehension figurative language (Harcourt Brace - Poetry unit) (Scott Foresman - Unit four)	Poetry Reading: - oral reading of student-selected poems - listening for enjoyment - oral discussions of poems (song lyrics and recorded poetry)
Writing Newspaper Articles: - familiarity with comments of the newspaper and its various types of writing (Glencoe - Chap. 8) (Scott Foresman - Chap. 20, part 1, sect. 1) (copies of local newspaper)	Understanding the Newspaper: - becoming familiar with the purpose and format of various types of newspaper articles (Glencoe - Chap. 8) (copies of local newspaper)	Oral Reports from Newspaper Articles: - summarizing and classifying articles selected and brought to class by students - responding to news articles via class discussion
Argumentative Paragraphs: - expressing opinions clearly, forcefully, logically, and concisely	Letters to the Editor: - distinguishing between fact and opinion (samples of letters to the editor from local newspaper and from periodicals)	Persuasive Speeches: - presenting commercials/ political speeches - evaluating speeches (Glencoe - Chap. 11)

(Glencoe - Chap. 6)

(Scott Foresman - Chap. 14, and Chap. 20, part 1, sect. 2)

Autobiographical Papers

- incorporating techniques of narration, description, and exposition studied throughout the year
- relating personal experiences employing interesting, syntactically mature sentences

Methodology Notes for INTERMEDIATE ELEMENTS IN COMPOSITION AND LITERATURE

Through sentence combining, students can see the effect of eliminating unnessary words and combining closely related ideas. As a result, they begin to write more interesting and concise sentences.

There is some evidence that sentence combining practice, without instruction in formal grammar, is an aid to syntactic fluency. (Haynes, 1978)

In phase three, the item, Guided Research Project, appears in the Writing column. This project may easily be correlated with study of the Drama Unit. Topics such as: background of the period, background of the author, development of the drama as a genre, etc., may be used.

English II - Intermediate Elements in Composition and Literature

Course Outline

	Phase I	Phase II	Phase III	Phase IV
Reading/Literature	Sustained Silent Reading Short Story Autobiography Biography	Novel Myths/Legends	Drama	Poetry Essays
Writing	Sustained Writing Sentence Combining Guidelines for Effective Word Choice Vocabulary Development Journal Writing Writing about Short Stories	Paragraphing Descriptive Writing Writing about Novels	Letter Writing Expository Writing Guided Research Project	Poetry Writing Autobiographical Papers Writing Effective Persuasive Essays
Speaking/Listening	Oral Narratives Oral Discussions Continuous Activities throughout the year	Oral Reports on Novels Evaluating oral reports	Discussion of Language Appropriateness Role Playing Dramatic Interpretations Interviews	Poetry Reading Persuasive Speeches

English II - Intermediate Elements in Composition and Literature

Phase I - First Nine Weeks

Writing

Sustained Writing:

- to increase fluency
- 15-30 minutes
- any topic
- at least once a week

Journal Writing:

- to increase fluency
- topic may be open or decided by teacher
- at least once a week (in addition to Sustained Writing)

Reading/Literature

Sustained Silent Reading:

- to increase fluency
- 15-45 minutes
- free reading (books, magazines, newspapers, etc.)
- at least once a week

Short Story:

- Basic Elements:
  plot
  setting
  character
  theme
- Related Elements
  conflict
  point of view
  irony - verbal and
    situational
  flashback
  foreshadowing

Speaking/Listening

Notetaking:

- listening for major ideas
- listening for details
- recognizing speaker's emphasis

(Glencoe - Chap. 9, part one)

(see Methodology notes for further explanation of speaker's emphasis)

Oral Discussion:

- discussions of literary works
- discussions of student writing

Sentence Combining:

- varying sentence structure
- writing more complex sentences

(Scott Foresman - Chap. 15)

(Glencoe - Comp. Handbook, section one)

Writing about Short Stories:

- focus on selected aspects of the Short Story (rather than retelling the plot) e.g. character description, mood, etc.

Guidelines for Effective Word Choice

- choosing appropriate words

(Glencoe - page 14, Chap. 3, section 3)

mood
author's style

- Reading Comprehension:
  details
  main idea
  sequence of events
  predicting outcomes
  cause and effect

(Scott Foresman - Unit 2)

(Harcourt Brace - Unit 1)

(Supplementary materials - films, filmstrips, and other books)

Autobiography/Biography:

- factual information and sources
- character study

(Harcourt Brace - Unit II Nonfiction, section 2)

(Scott Foresman - Unit VI, Prose Forms, section one)

Oral Narratives:

- storytelling
- anecdotes
- brief oral autobiographical and/or biographical sketches

(Glencoe - Speech section - Chap. 10 and Speech Handbook section 1)

(Scott Foresman - Chap. 5 and
Chap. 13, part 5)

Vocabulary Development:

- word recognition

- homonyms, antonyms, synonyms

- word structure

- context

- dictionary

(Scott Foresman - Chap. 13)

(Glencoe - Spelling and
Vocabulary Handbook -
sections 29-34)

(Supplementary materials)

(Vocabulary words from
literature)

English II - Intermediate Elements in Composition and Literature

Phase II - Second Nine Weeks

Writing

Writing about Novels:

- focus on selected aspects of the novel (rather than merely retelling plot), e.g. climax of the novel or comparing and contrasting characters, etc.

(Scott Foresman - Chap. 6, part 5 and Chap. 20, part 2, sect. 3, and part 3)

Paragraphing:

- topic sentence
- types of paragraphs
- paragraph development
- paragraph organization

(Glencoe - Composition Handbook, sect. 6 and 7)

(Scott Foresman - Chap. 17, part 2 and Chap. 18)

Reading/Literature

Novel:

- basic elements of the novel contrasted with those of the Short Story:
  plot
  setting
  character
  theme
- related elements:
  conflict
  climax
  point of view
  irony - verbal,
    situational
  flashback
  foreshadowing
  mood
  author's style
  tone
  symbolism
- reading comprehension:
  details
  main idea
  sequence of events
  predicting outcomes
  comparing and contrasting
  inferring character traits

Speaking/Listening

Oral Reports on Novels:

- to improve speaking and listening ability
- reports on outside reading, e.g., personal reactions, significance of setting, significance of title, character description, etc.

Evaluating Oral Reports:

- improving listening skills
- developing critical thinking and critical listening

Narrative Writing:

- relating personal experiences
- chronological organization
- using vivid verbs
- writing dialogues

(Glencoe - Chap. 3 sect. 2, 3, and 4)

Descriptive Writing:

- using sensory language

- accurately depicting persons
- accurately depicting objects

(Glencoe - Chap. 2)

(Scott Foresman - Chap. 20, part 2, sect. 1 and 2)

- teacher selected novel for class study - including background of the author (consider reading level of the students)

Myths/Legends:

- becomming familiar with the concepts of myths and legends:
  oral tradition
  factual basis
  developed explanation of the unknown
  classical mythology, ancient and modern legends (Paul Bunyan, Loch Ness, Big Foot, local legends, etc.)

(Harcourt Brace - Legend of King Arthur)

Oral Reports on Local Legends:

- improving speaking and listening ability
- retelling of local legends
- reporting on interviews regarding local legends
- enlarging knowledge of local folklore

English II - Intermediate Elements in Composition and Literature

Phase III - Third Nine Weeks

Writing

Writing about Drama:

- responding to plot, character, or a particular incident
- paraphrasing scenes from a drama (to assess and reinforce student's comprehension of drama studied)

Expository Writing:

- explaining a process, idea, or function
- presenting information
- defining concepts
- choosing topic sentences
- writing informal outlines
- developing expository papers (methods):
  time order
  cause-effect
  order of importance
  comparison-contrast
  series of examples

(Glencoe - Chap. 4)

(Scott Foresman - Chap. 19)

Reading/Literature

Drama:

- contrasting drama with the Short Story and Novel
- basic types:
  tragedy
  comedy
  melodrama
- reading comprehension:
  inferring character traits
  drawing conclusions
  sequencing events
  predicting outcomes
- teacher selected drama (s) for class study (considering reading level of students)

(Scott Foresman - Unit 3)

(Harcourt Brace - Drama unit)

Speaking/Listening

Dramatic Interpretations:

- using appropriate intonation, stress and emphasis in dramatic readings
- dramatizing the paraphrased versions of scenes from the play

Discussion of Language Appropriateness

- using general and specific words
- avoiding jargon
- avoiding slang
- standard (formal/informal) English
- nonstandard English

(Scott Foresman - Chap. 5 and Chap. 13, part 5)

Guided Research Project:

- developing a thesis statement
- writing a topic outline
- compiling a bibliography
- gathering and noting information
- writing the research report

(Glencoe - Chap. 5 and Composition Handbook, sect. 3 and 4)

(Scott Foresman - Chap. 22 and Chap. 23)

Letter Writing:

- writing friendly letters
- writing business letters
- addressing envelopes

(Glencoe - Composition Handbook, sect. 5, Chap. 7)

(Scott Foresman - Chap. 20 part one, sect. 2 and pages 551-554)

Interviews:

- preparing interview questions
- conducting interviews
- evaluating interviews

(Glencoe - Chap. 9)

English II - Intermediate Elements of Composition and Literature

Phase IV - Fourth Nine Weeks

Writing	Reading/Literature	Speaking/Listening
Poetry Writing: - appreciating the variety of form in poetry - writing poetry in various forms: cinquain haiku concrete poetry, etc.	**Poetry:** - developing an appreciation of the aesthetic value of poetry - contrasting poetry and prose - becoming familiar with poetic techniques, forms, and types - inferring meaning from figurative language (Harcourt Brace - Poetry unit) (Scott Foresman - Unit four)	**Poetry Reading:** - oral reading of student-selected poems - listening for enjoyment - oral discussions of poems (song lyrics and recorded poetry)
Writing Effective Persuasive Essays: - expressing opinions clearly, forcefully, and concisely - using emotional appeal - using logical arguments	**Essays:** - becoming familiar with the genre: types-(formal, informal) purposes-(to entertain, to inform, to explain, to persuade)	**Persuasive Speeches:** - presenting commercials/political speeches - evaluating speeches (Glencoe - Chap. 11)

(Glencoe - Chap. 6)

(Scott Foresman - Chap. 14, and Chap. 20, part one, section 2)

Autobiographical Papers:

- incorporating techniques of narration, description, and exposition studied throughout the year
- relating personal experiences; employing interesting, syntactically complex sentences

samples-(editorials, feature articles, sports column, movie previews, etc.)

(Harcourt Brace - Nonfiction Unit, Essay section)

English II

Methodology Notes for ADVANCED WRITINGS AND LITERARY TYPES

Introduction to Linguistic Studies is one of the speaking/listening activities in Phase II. As an approach to this study, the teacher can provide examples of some of the terms, as well as solicit examples from the students. This discussion method leads students to an understanding of a given term and its relevance to their own speech.

Interviews, a speaking/listening activity in Phase III, may be mock interviews held in class, or may be actual interviews, as with relatives or community members.

The actual interviews will be the basis of the Field Work (see Reporting on Investigations - in the Writing Column). The topic for the interviews will be suggested by the teacher or chosen by the students. It may relate to a current issue, the city's history, a cultural trend, etc. The format of the written report should include a brief background of the interviewees, the questionnaire itself, results of the interviews, conclusions drawn, and a bibliography, if any.

The two topics, Developing Critical Reading, and Explaining Steps Used in Solving Logic Problems, in Phase IV, are both designed to develop logical thinking. These activities provide students the necessary skills for debating effectively.

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As an approach to this study, students should be given a sample logic problem to solve. The discussion of the solution will lead to an awareness of steps used in solving logic problems. (See Explaining Steps Used in Solving Logic Problems).

English II - Advanced Writings and Literary Types

Course Outline

	Phase I	Phase II	Phase III	Phase IV
Reading/Literature	Short Story Autobiography Biography	Novel Myths/Legends	Drama	Poetry Essays Developing Critical Reading
Writing	Narrative Writing Guidelines for Effective Word Choice Journal Writing Writing about Short Stories Vocabulary Development	Writing about Novels Descriptive Writing	Expository Writing Reporting on Investigations (independent research and/or field work)	Poetry Writing Autobiographical Papers Writing in Preparation for Debate Writing Effective Persuasive Essays
Speaking/Listening	Oral Narratives Notetaking Oral discussions Continuous Activities throughout the year	Oral Reports on Novels Oral Reports on local legends Introduction to Linguistic Studies	Role Playing Dramatic Interpretations	Introduction to Informal Debate Poetry Reading Explaining Steps used in solving logic problems

English II - Advanced Writings and Literary Types

Phase I - First Nine Weeks

Writing

Narrative Writing:

- relating personal experiences
- chronological organization
- using vivid verbs
- writing dialogues
- using a controlling idea
- using parallel structures

(Glencoe - Chap. 3, sect. 2, 3, and 4)

Guidelines for Effective Word Choice:

- choosing appropriate words
- using words to convey effectively a particular mood or tone
- choosing words appropriate to the situation
- using concrete or abstract words effectively

Reading/Literature

Short Story:

- history of the Short Story
- basic elements:
  plot
  setting
  character (static/kinetic)
  theme
- related elements (literary terms)
  conflict
  climax
  point of view
  irony (verbal and situational)
  flashback
  foreshadowing
  mood
  tone
  author's style
  symbolism
  protagonist/antagonist
  anachronism
  allusion
  stream of consciousness
  verisimilitude

Speaking/Listening

Oral Discussion:

- discussions of literary works
- discussions of student writing

Oral Narratives:

- anecdotes

(Glencoe - Speech sect., Chap. 10 and Speech Handbook, sect. 1)

- avoiding trite expressions and cliches

(Glencoe - page 14 and Chap. 3, sect. 3)

(Scott Foresman - Chap. 5 and Chap. 13, part 5)

Journal Writing:

- to develop more mature writing
- topic may be open, decided by teacher, or selected by an individual student
- at least once a week

Vocabulary Development:

- word structure:
  roots
  afixes
- context clues
- synonyms, antonyms, and homonyms
- word analogies

- reading comprehension:
  theme
  sequence of events
  predicting outcomes
  drawing conclusions
  making inferences about characters

(Scott Foresman - Unit 2)

(Harcourt Brace - Unit 1)

(Supplementary materials - films, filmstrips, and other books)

Autobiography/Biography:

- factual information sources (including historical aspects)
- character study (including person's philosophy)
- objective and interpretive presentation of facts and events

(Harcourt Brace - Unit 2, Nonfiction, sect. 2)

(Scott Foresman - Unit 6, Prose Forms, sect. 1)

Brief oral autobiographical/ or biographical sketches

Notetaking:

- listening for major ideas and for details
- recognizing speaker's emphasis

(Glencoe - Chap. 9, part 1)

(See Methodology notes for further explanation of speaker's emphasis)

English II - Advanced Writings and Literary Types

Phase II - Second Nine Weeks

Writing

Writing about Novels:

- focus on selected aspects of the novel (rather than merely retelling the plot) e.g., climax, comparing and contrasting characters

(Scott Foresman - Chap. 6, part 5, and Chap. 20, part 2, sect. 3 and part 3)

Descriptive Writing:

- using sensory language to accurately depict or re-create persons, places, and objects
- presenting a strong impression of the subject

(Glencoe - Chap. 2)

(Scott Foresman - Chap. 20, part 2, sect. 1 and 2)

Reading/Literature

Novel:

- history of the Novel (including contrasts with the Short Story)
- types of Novels
- basic elements:
  plot
  setting
  character (static/kinetic)
  theme
- related elements:
  conflict
  climax
  point of view
  irony (verbal and situational)
  flashback
  foreshadowing
  mood
  tone
  author's style
  symbolism
  protagonist/antagonist
  anachronism
  allusion
  stream of consciousness
  verisimilitude
  allegory

Speaking/Listening

Oral Reports on Novels:

- to develop more mature speaking and listening ability
- reports on outside reading, e.g., personal reaction, significance of setting, significance of title, character analysis, etc.

Oral Reports on Local Legends:

- to develop more mature speaking and listening
- retelling of local legends
- reporting on interviews regarding legends
- enlarging knowledge of local folklore

- reading comprehension:
  - sequencing events
  - predicting outcomes
  - drawing conclusions
  - making inferences
  - comparing and contrasting
  - cause and effect

(Scott Foresman - Unit 2)

(Harcourt Brace - Unit 1)

(supplementary materials - films, filmstrips, and other books)

Myths and Legends:

- becoming familiar with the concepts of myths and legends:
  - oral tradition
  - factual basis
  - developed as explanation of the unknown
  - classical mythology, ancient and modern legends (Paul Bunyan, Loch Ness, Big Foot, local legends, etc.)

Introduction to Linguistic Studies:

- to foster linguistic awareness
  - history of language
  - etymology
  - word structure (roots and affixes)
  - syntax
  - semantics
  - denotation/connotation
  - colloquialism
  - dialect
  - jargon
  - slang
  - standard/non-standard English
  - specialization/generalization
  - archaic/obsolete expressions
  - idiom
  - euphemism

(Scott Foresman - Chap. 5 and Chap. 13, parts 3 and 5)

English II - Advanced Writings and Literary Types

Phase III - Third Nine Weeks

Writing

Writing about Drama:

- focus on selected aspects of the drama (character analysis, symbolism, scenery effects, etc.

Expository Writing:

- explaining a process, idea, or function
- presenting information
- defining concepts
- choosing topic sentences
- writing informal outlines
- developing expository papers (methods)
  - time order
  - cause-effect
  - order of importance
  - comparison-contrast
  - series of events

(Glencoe - Chap. 4)

(Scott Foresman - Chap. 19, sect. 1-8)

Reading/Literature

Drama:

- history of the Drama including contrasting Drama with the Short Story and Novel
- types:
  - tragedy
  - comedy
  - melodrama
  - morality plays
  - social dramas
  - comedy of manners
  - musicals
  - tragi-comedy
  - satire
  - radio drama
  - soap opera
  - TV drama
  - theater of the absurb
- reading comprehension:
  - recognizing theme
  - distinguish between reality and fantansy
  - reacting to author's use of language
  - predicting outcomes
  - drawing conclusions
  - making inferences

Speaking/Listening

Dramatic Interpretations:

- using appropriate intonation, stress, and emphasis in dramatic readings

Role Playing:

- portraying real life situations
- recognizing and utilizing languages appropriately in response to role

Reporting on Investigations
(Independent Research and/or Field Work)

- developing a thesis statement
- writing a topic outline
- compiling a bibliography
- gathering and noting information
- writing the research report

(Glencoe - Chap. 5 and Composition Handbook, sect. 3 and 4)

(Scott Foresman - Chap. 22 and Chap. 23)

(teacher selected dramas for class study--including at least one modern and one Greek or Shakespearean)

(Scott Foresman - Unit 3)

(Harcourt Brace - Drama unit)

Interviews:

- preparing interview questions
- conducting interviews
- evaluating interviews

(Glencoe - Chap. 9)

English II - Advanced Writings and Literary Types

Phase IV - Fourth Nine Weeks

Writing

Poetry Writing:

- appreciating the variety of form in poetry
- writing poetry in various forms:
  free verse
  lyrical
  narrative
  concrete poetry, etc.

Writing Effective Persuasive Essays:

- expressing opinions clearly, forcefully, and concisely
- using emotional appeal
- using logical arguments

(Glencoe - Chap. 6)

(Scott Foresman - Chap. 14, and Chap. 20, part one, sect. 2)

Reading/Literature

Poetry:

- developing an appreciation of the aesthetic value of poetry
- contrasting poetry and prose
- becoming familiar with poetic techniques and forms
- becoming familiar with poetic types:
  lyrical
  narrative
  ballad
  epic
  sonnet
  haiku
  concrete, etc.
- interpreting figurative language

(Harcourt Brace - Poetry unit)

(Scott Foresman - Unit four)

Speaking/Listening

Poetry Reading:

- oral reading of student-selected poems
- listening for enjoyment
- oral discussions of poems

(song lyrics and recorded poetry)

Brief Persuasive Speeches

Writing in Preparation for Debate:

- writing the position outline
- explaining the steps used in drawing conclusions

Autobiographical Papers:

- incorporating techniques of narration, description, and exposition studied throughout the year
- relating personal experiences employing interesting, syntactically complex sentences

Essays:

- becoming more familiar with the genre
  types-(formal/informal)
  purposes-(to entertain, to inform, to explain, and to persuade)
- reading formal and informal essays

(Harcourt Brace - Nonfiction unit, Essay section)

Developing Critical Reading:

- solving various types of logic problems
- distinguishing inductive and deductive reasoning
- distinguishing fact from opinion
- recognizing the impact of language on opinion

(Scott Foresman - Chap. 14, parts 2, 3, and 4)

Explaining Steps used in Solving Logic Problems:

- process of elimination
- inductive reasoning
- deductive reasoning
- other methods

Introduction to Informal Debate:

- learning the language
- stating a debate proposition
- preparing the brief
- conducting the debate
- evaluating (discussing) the debate

(Glencoe - Speech Handbook, sect. 5 and 6)

ENGLISH III COMPOSITION AND AMERICAN LITERATURE

A RATIONALE

The English III course is designed to produce students who will:

- enjoy reading literature and become more discriminating readers
- respond orally to the readings on a variety of levels from personal to interpretive
- write competently in response to the personal and interpretive levels
- incorporate functional or practical writing skills.

The guide is divided into three levels of instruction: basic, intermediate, and advanced. The basic course is organized in a genre approach to the literature with emphasis on composition skills in developing fluency and improving paragraph writing. It is hoped that a genre approach on this level will allow the teacher more flexibility in selecting reading materials suited to the students' levels of interest and ability.

The intermediate and advanced courses are organized according to a chronological sequence in American literature with the emphasis in composition on developing paragraphs of multiple lengths and types. The guides for these two levels also leave the selection of the specific readings to the teacher. The composition assignments for these levels will differ in complexity and sophistication.

How to Use This Guide:

The English III courses are constructed in as a combination of basic language arts elements - reading, writing, speaking and listening. The objective and merit of this design is that students can benefit from this holistic approach. Specifically, students can become versatile in reading abilities and taste, as well as develop proficiency in their speaking, writing and listening skills. This curriculum guide has been prepared as a means of incorporating the four elements into a program of instruction.

The curriculum guide begins with a course overview which spells out those broad topics that will be covered throughout the year. Following the overview, each school quarter is presented with a detailed listing of the course content for each nine-week period.

The course outline is intended to be read horizontally, from left to right. That is, as you move across the page, the format encourages instruction from each of the elements of language arts. While this design provides for an interrelated approach of the communication skills, it does not follow a strict sequencing of course content. For example, a selected activity from the writing column can conceivable correlate with a topic from Reading/Literature. Also, activities to facilitate speaking and listening can be combined within the format.

The outline also contains a general set of objectives and aims in the form of suggested activities. The teacher, therefore, is encouraged to supplement these activities with additional materials as the need arises, or to adjust the activities to the level of a particular class. In all courses, however, the basic goals of reading, writing, speaking, and listening should be fulfilled according to the standards of the State Curriculum Guide for English and Language Arts Bulletin: 1590.

Methodology Notes for English III

The English teacher should strive to:

- integrate the areas of communication - reading, writing, speaking and listening;
- have students writing frequently using timed writings and journal writings;
- use prewriting activities to encourage fluency;
- teach grammar and usage as the need arises in the composition process;
- encourage discussion of student writing through peer editing;
- display student compositions;
- combine short questions with the lecture in the discussions of the readings;
- encourage more careful reading through short, written homework assignments;
- use close analysis of particular passage especially at the advanced level; and,
- encourage oral reading of selections for content and interpretation.

ENGLISH III - OVERVIEW

Practical Language and Literature in America

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Reading/Literature/ Vocabulary	The short story Literal and interpretive reading skills	Drama Literal and interpretive reading skills Vocabulary Skills	Poetry Non-fiction Literal and interpretive reading skills	Young adult novel Literal, interpretive and critical reading skills Vocabulary Skills
Writing	Developing fluency Improving notetaking skills Writing about literature	Developing fluency Writing about literature	Developing fluency Writing about literature	Writing about literature Functional writing
Speaking/Listening	General and Critical Listening Skills	General and Critical Listening Skills	General and Critical Listening Skills	General and Critical Listening Skills

Practical Language and Literature in America

FIRST QUARTER -- ENGLISH III

Reading/Literature

Literature-Short Story

- select short stories from various periods in American literature
- select short stories from other sources

Reading skills

- identify main idea of a selection
- identify the sequence of events of a short story
- identify supporting details
- identify character traits--literal and implied
- identify the setting and its possible influence on the other elements of short stories

Vocabulary

- identify literary terms associated with the short story
- define and use new words in context from the short story

Writing

Developing fluency

- journal writing at least once a week*
- timed writing about the literature at least once a week*
- prewriting, planning techniques*
- selection of words with increasing specificity
- improving sentences
  use models from literature
  paraphrasing sentences from the literature
  understanding the connotations and denotations of words in a sentence
  recognize and use figurative language
- Usage notes
  eliminate sentence fragments and run-on sentences
  correct errors in subject-verb agreement
- notetaking skills
  dictation of information
  writing summaries from notes

Speaking/Listening

- Students select and read favorite parts of a story. Class evaluates the selection and cites reasons for their evaluation.
- To check for careful reading, prepare a quiz show simulation using questions from a short story.
- Oral reading of short story with intermittent comprehension check by teacher.
- Students listen to a series of events in sequence. Students predict what might happen next.
- Select action words from taped/recorded stories

- identify figurative language in the reading selections

- writing about literature
  Descriptive paragraphs
  describing a character from a story
  identifying and describing character traits, both stated and implied
  comparing/contrasting characters
  establishing a mood from the setting
- narrative paragraphs
  rewriting ending for short stories
  paraphrasing the plot of a short story

*continuous activity

- Students listen and respond to taped questions about characters
- Using the headings: "Who", "What", "When", "Where", "Why", and "How"- teachers read selected passages from a short story; students match phrases to headings.

Practical Language and Literature in America

SECOND QUARTER -- ENGLISH III

Literature--Drama

- select plays from different playwrights
- select plays from the text and other sources, i.e., *Scope*, *Voice* magazines

Reading skills

- read stage directions for characterization and plot development
- identify stereotypes
- identify emotional appeals
- identify author's use of dialogue to develop characters

Developing Fluency

- continue journal writing
- continue timed writing
- sentence combining techniques
- continue usage
  reviewing punctuation
  reviewing capitalization
  correct use of quotation
    marks in dialogue

Writing about Literature

- descriptive (multiple paragraphs)
  describing characters
  comparing/contrasting characters
  describing the setting to show
    its effects on the other
    elements of the short story,
    i.e., plot
- narrative writing (multiple paragraphs)
  writing dialogue
  paraphrasing the events of an
    actor
  acts of a play
  writing multiple paragraphs about
    a topic that relates to a play

Speaking/Listening

- Student selects parts of play to perform for the class.
- Role playing to develop a character.
- Students record selected dialogue with appropriate intonation.
- Students analyze dialogue from a play or other students' work

Vocabulary

- identify technical terms associated with drama
- identify new words used in the context of the stage directions and the dialogue
- identify figurative devices in the drama

Practical Language and Literature in America

THIRD QUARTER -- ENGLISH III

Reading/Literature

Literature--Poetry

- Poetry from different time periods of American literature
- Nonfiction--essays, journals, diaries, periodicals, sermons from the various time periods in American literature

Reading skills

- identify the rhyme and meter of a poem
- identify poetic techniques
- identify the main idea of a poem or non-fiction selection
- identify the emotional appeal of a poem or essay
- recognize different types of essays
- identify propaganda techniques, use of slanted words, loaded words, and emotional appeals

Writing

Developing fluency

- organizing ideas--outlining
- editing and revising
- Expository paragraph or essay
  - identify patterns of organization
  - writing different types of essays
  - writing answers to essay questions about the literature
- Descriptive writing
  - describing images, tone and mood used in a poem
  - writing original poems using modern techniques
- Narrative writing
  - rewrite a narrative poem in prose form

Speaking/Listening

- Teacher reads list of sensory words from a poem. Students select a word or words to write or draw images created.
- Listen to a taped poem and identify the rhyme scheme and the metric pattern.
- Listen to a poem, then write a brief description of the mood created by it.
- After hearing a narrative poem, students retell the plot.
- After listening to an essay, students discuss the propaganda techniques employed by the author.
- Students deliver brief expository oral report on methods for completing a task or project.

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FOURTH QUARTER -- ENGLISH III

Reading/Literature

Literature-Young adult novel

Reading skills

- identify central focus of a chapter
- identify plot development for the novel
- identify character development
- identify the role of minor characters
- explore the influence of the elements of a novel as they further the plot
- compare/contrast the novel to other genres
- read and interpret ads and commercials
- read and evaluate the slant of news articles and editorials

Writing

Writing about the Literature

- descriptive
  describing characters from novel
  comparing and contrasting characters
  describe character change as the novel proceeds
- narrative
  paraphrasing the plot of different chapters of the novel
- expository
  interpretive paragraph of literary work

Fuctional Writing

- business letters
- letters of introduction
- resumes
- applications for jobs, social security forms
- writing commericals which use different advertising appeals
- writing letters to the editor

Speaking/Listening

- groups of students select an incident in a novel and dramatize it.
- oral reports on specific elements of novel
- role playing to simulate the interview process
- listen for multiple meanings in interview questions
- present commercials and listen for hidden appeals

Vocabulary

- identify new words in context
- identify literary terms
- understand abbreviations used in want ads
- understand terminology used in forms and applications

OVERVIEW

ENGLISH III

Intermediate Elements in Composition and Literature

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Literature/Reading/ Vocabulary	Beginnings of American literature 1500-1840 (Poe) Literary terms Vocabulary	Emerson-end of the 19th century Literary terms Vocabulary	20th century short story 20th century poetry Literary terms Vocabulary	20th century drama 20th century nonfiction Literary terms Vocabulary
Writing	Fluency in writing Effective word choice Improving sentences Writing paragraphs Narrative Descriptive	Combining narrative and descriptive paragraphs Improving paragraphs	Writing about literature Expository writing Reviewing research techniques	Writing about litliterature Functional writing Persuasive writing
Speaking/Listening	general and critical listening skills	general and critical listening skills	general and critical listening skills	general and critical listening skills

INTERMEDIATE LEVEL - FIRST QUARTER - ENGLISH III

Reading/Literature

Literature

- literature selections from the beginnings through Poe

Reading Skills

- select details
- summarize main ideas
- identify literary devices
- identify types of literature for each historical period
- determine the purpose for writing during the historical period
- recognize the influence of political, religious, or intellectual trends

Vocabulary

- context clues for meanings of new words
- use new words in sentences
- identify literary terms

Writing

Fluency

- timed writing on assigned topics
- journal writing
- group writing

Effective Word Choice

- standard vs. nonstandard
- using specific words instead of general ones
- using concrete and abstract words
- using sensory words to create images
- understanding and using connotations and denotations

Improving Sentences

- sentence combining techniques
- eliminate fragments, run-on's, errors in subject-verb agreement

Speaking/Listening

- read favorite part of a literary selection
- role play a favorite author
- listen to scrambled events of a narrative, then put the events in chronological order
- listen to a selection and select words with sensory appeal

Writing Paragraphs

- Narrative
  based on personal experience
  based on models from the literature
  rewriting narration into modern syntax

- Descriptive
  based on personal observation
  describe a character or setting from a literature selection

INTERMEDIATE LEVEL - SECOND QUARTER - ENGLISH III

Reading/Literature

Literature

Emerson-end of the 19 century novel of the period (optional)

Reading Skills

- summarize main ideas
- identify literary devices
- identify central focus of a selection
- identify the tone of a selection
- evaluate the interdependency of the elements of a short story
- identify the types of literature
- recognize the influence of political and intellectual trends

Writing

Writing paragraphs

- combining narrative and descriptive
- writing paragraphs of multiple length

Improving paragraphs

- concise main idea
- develop main idea
- arrange details
- appropriate transitions
- patterns of organization
  chronological
  spatial
  comparison/contrast
- mechanics
  commas, semicolon, quotation marks

Speaking/Listening

- select and read favorite parts of any literary selection
- role play a favorite author
- select sensory words from an orally read selection

INTERMEDIATE LEVEL - THIRD QUARTER - ENGLISH III

Literature/Reading

Literature

- 20th century short story
- 20th century poetry
- 20th century novel (optional)

Reading skills

- select details
- summarize main ideas
- make inferences, draw conclusions, and analyze
- identify literary devices

Vocabulary

- identify new words in context
- identify literary terms

Writing

Writing about the literature

- writing answers to essay questions
- write a brief short story (may be group work)
- guided research on a literary topic

Reviewing research skills

- choosing a topic
- background reading
- developing a thesis
- forming a working bibliography
- developing a preliminary outline
- taking notes from sources
- writing the paper
- preparing the final draft

Speaking/Listening

- interpretive poetry and readings emphasizing sensory appeal
- view films of dramatization of a short story; compare/contrast prose form
- present student written short story and analyze form
- listen to recordings of poems and analyze rhyme and meter

INTERMEDIATE LEVEL - FOURTH QUARTER - ENGLISH III

Literature/Reading

Literature

- 20th century nonfiction
- 20th century drama
- 20th century novel (optional)

Reading skills

- identify trends in American drama
- identify literary elements of a drama
- identify types of essays
- identify career opportunities through publications
- identify occupational terms

Writing

Writing about the literature

- writing three-part essay
- writing interpretations of literary works
- revising and proofreading

Functional writing

- business letters
- letters of introduction
- resumes
- job applications

Speaking/Listening

- groups select an incident from a play and dramatize
- read personal essays
- role playing to simulate interview process

OVERVIEW ENGLISH III

Advanced Workshop in Writing and American Literature

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
READING LITERATURE VOCABULARY	BEGINNING OF AMERICAN LITERATURE - POE (1500-1840)	EMERSON - END OF CENTURY (1840-1899) Novel	20th Century SHORT STORY 20th CENTURY POETRY Novel	20th CENTURY NON-FICTION CENTURY DRAMA Novel
WRITING	Effective word choice Improving sentences Writing about literature Writing better paragraphs	Writing about literature Narrative/descriptive Expository--developing methods	Continue writing about literature Review research techniques Independent research paper based on literary topics (optional)	Continue writing about literature Functional writing
WRITING	New words in context Historical view--etymology and evolution of the American language Literary terms			Terms associated with functional writing

Speaking & Listening	General listening skills Guided class discussions	Interpretive and critical listening skills Guided class discussions and/or small-group discussions	Critical listening skills Guided group or small-group discussions	Preparing for interviews

ADVANCED -- FIRST QUARTER -- ENGLISH III

Reading/Literature

Literature - (1500-1840)

Beginning of American literature-
Edgar Allan Poe

- identify the genre of the selection
- relate the selection to the author and his time
- recognize the influence of political, religious or intellectual trends in American literature

Reading

- evaluate author's use of details
- summarize main idea/theme
- evaluate the effectiveness of author's use of literary devices, i.e., simile, metaphor, personification, symbolism, imagery, etc.

Writing

Reviewing the Writing Process

Writing about Literature

- Effective word choice
  using specific words
  using concrete and abstract words
  using sensory words to create images
  understanding and using connotations of words
- Improving sentences
  varying the length of sentences
  combining techniques, modifiers
  eliminating fragments, run-on's, errors in subject/verb agreement, tense
  placement of modifiers
  avoiding trite expressions, cliches
  correct pronoun-antecedent reference
  insuring parallelism

Listening/Speaking

Listen for:

- identifying main ideas in the selection
- determine purpose for the selection

Class discussion of appropriate topics as directed by the literature under study

Activities to foster:

- acceptance of ideas and opinions of other students', authors, and teachers

Oral reading of part of a literary selection

Assume the role of a favorite author and have rest of class ask questions about author's life and works

Vocabulary

- determine meaning of new words
- identify the etymology and evolution of words in American English

- Writing better paragraphs, essays using the literature as a model
  establishing main idea
  developing main idea
  logical arrangement of details
  using appropriate transitions
  writing paragraphs using different methods of organization or pattern, chronological, spatial, comparison, contrast
- Mechanics
  correct use of commas and semicolons, hyphens, dashes

(Ongoing--review as need arises)

ADVANCED -- SECOND QUARTER -- ENGLISH III

Reading/Literature

Emerson - 1899
Optional novel

- identify the genre
  personal essays
  development of the short story
  poems--style, form

Reading

- identify trends in literature
  romanticism
  realism
  naturalism
- identify literary devices
  make inferences, draw conclusions and analyze the literature of the period

Writing

Writing about Literature

- descriptive/narrative
  paragraphs or essays on characters
  analysis of character consistency and development as the stories progress
- expository writing
  developing a three-part essay using methods for developing the essay using examples, (comparison/contrast, using chronological sequence)
- writing answers to essay test questions
- writing parody of a poem or short story (group or individual writing)

Speaking/Listening

- Continue activities as previously mentioned
- present oral essays (any type)
- write and orally present to class satiric essay for evaluation by the class
- interpretive poetry reading

ADVANCED -- THIRD QUARTER -- ENGLISH III

Reading/Vocabulary

- 20th century short story, poetry
- 20th century novel
- identify modern trends and techniques in modern prose and poetry and compare and contrast those trends
- compare/contrast use of details from one author to another
- compare themes and stylistic techniques of the authors, poets studied
- identify and compare use of literary devices to create desired effects
- determine meaning of new words and history of new words in American English

Writing

- writing about literature
  explicate poetry
  critical essays about stories
  answers to essay questions
  writing a brief short story using
    modern techniques as models (group or individual)
- poetry writing
  experimenting with modern forms
- independent research paper based on literary topic review research techniques (choosing topic, background reading, developing a thesis, forming a working bibliography, outline, notes, forming own ideas about the topic, preparing the final draft.)

Speaking/Listening

- students listen to scrambled events of a short story and put them in chronological order.
- round table discussion following completion of a novel; discuss all aspects appropriate to a general discussion of the work.
- interpretive poetry reading emphasizing sensory appeal-- view films of dramatization of fiction. Evaluate the video form and compare and contrast to the prose version.
- present student written story

ADVANCED -- FOURTH QUARTER -- ENGLISH III

Reading/Literature

- 20th century nonfiction
- 20th century dramas (optional novel)
- trace development of drama from England to America
- identify the literary elements of drama
- trends in modern America--drama
- identify career, college opportunities through publications
- determine meaninings of new words
- identify slanted writing
- identify words necessary in pursuing job opportunities
- identify words in computing a paycheck
- identify words used in higher education

Writing

- writing about literature
  critical essays about drama
- writing personal essays
  writing answers to essay questions
- writing one-act plays (group or individual)
- functional writing
  career exploration
  resume writing
  job application, college applications

Speaking/Listening

- role-playing using assigned drama as a model
- read personal essays to class
- role playing to simulate an interview

ENGLISH IV

(Semester courses only)

11401 Reviewing Language Arts Skills

Rationale

This one semester course is designed to enable the twelfth grade student to develop basic writing fluency. Writing is a vital part of being able to function effectively in a literate society. Every individual should be able to express his ideas clearly and logically.

Course content and instruction are geared to meet the student's "everyday" writing needs. The teacher should use the guide in conjunction with her/his plans.

How to Use this Guide:

This course is arranged by types of writing horizontally and elements of writing vertically. It should be read vertically but not necessarily in strict sequence from top to bottom.

The teaching of writing should not be superfically divided into the word, the sentence and the paragraph. It is a process which should flow naturally; placing undue emphasis on teaching structural units does little to improve the quality of the product.

OVERVIEW

Reviewing Language Arts Skills

	Introduction	Development
The Writing Process	Pre-Writing Activities →	→
	Composing →	Application →
	Editing →	→
Words	Word Choice Concrete and abstract Avoid unnecessary words Troublesome Homonyms Antonyms and **synonyms**	Using Clear Words
	Spelling →	→
Sentences	Sentence Parts and Patterns	Writing Mature Sentences
	Paragraph Structure Selecting a main idea The Topic Sentence Adding Detail Sentences	Paragraph Development
More Writing	Personal Writing	Writing about Literature
Reading and Applying Writing Skills	Newspaper Reading Letter Writing	Filling out applications, order forms

		Suggested Activities Add a phrase to a main clause Add an appositive to a main clause Add a clause to a main clause Join short sentences to make a compound sentence
Paragraphs	Paragraph Structure Selecting an idea Composing the topic sentence Adding details Suggested Activities Have students select subject areas from lists you provide Give students phrases which can be developed into sentences Give students the topic sentence let them supply details	Paragraph Development Chronological Example Reasons Comparison and Contrast Spatial
More Writing	Personal Writing Experiences Stories Reading News Ads and Articles	Writing about Literature Stories Novels Television Movies
Reading and Applying Writing Skills	Letter Writing Business Friendly	Application forms, classified ads, order forms

Reviewing Language Arts Skills

	Introduction	Development
The Writing Process	Have students keep journals and/or do free writing as a starting point for writing. Suggested Activities Tell what you would do if you won a date with ____________. Write what comes to mind as you listen to your favorite song. Expand a short journal entry to a paragraph.	Organizing Students may add action, sensory impressions, or figurative language to their writing. Suggested Activities Sentence Combining Have students collect examples of figures of speech used in advertising/current songs. Supply students with an idea, let groups develop sentences on the idea and compare their sentences.
Words	Word Choice Words are the basis of effective communication - teaching students to use clear, concise language to convey meaning is important. use concrete and abstract words aviod unnecessary words troublesome homonyms spelling	Using Clear Words dictionary study the newspaper

Sentences

Parts and Patterns

- Recognize and use subject correctly in sentence
- Recognize and use predicate

Sentence Patterns

- Have students write original sentences in different patterns

Writing Mature Sentences

- Avoid sentence fragments
- Use sentence expansion and combining
- Use figures of speech in sentences
- Vary sentence length

Methodology

The methodology used by the teacher to instruct students in composition is an integral part of the teacher's individual plan. The methods listed here are some suggestions which may be useful.

1. Journal Writing
2. Written Assignments
3. Written and Oral Reports
4. Themes
5. Group Discussions
6. Role - playing
7. Questions and Answers
8. Free Writing
9. Group Writing
10. Brainstorming
11. Timed Writing
12. Silent Reading

11403 Professional Preparation in Language and Literature

Rational

This one semester writing course is designed for the twelfth grade student who plans to enter the world of work. Reading, writing, listening and speaking are the components of communication. In this course, attention is focused on speaking and writing. The course is to be combined with one of several literature offerings; reading and listening are addressed in the literature courses. Because this is a terminal course for the student who plans to seek employment, emphasis is placed on developing writing and speaking skills in the world of work.

The teacher must view the content and scope of this guide in light of the student's individual needs. It is necessary to make lessons and activities flexible to insure that they meet the student's needs.

How to Use this Guide:

This course is arranged by types of writing horizontally and elements of writing vertically. It should be read vertically but not necessarily in strict sequence from top to bottom.

The teaching of writing should not be superficially divided into the word, the sentence and the paragraph. It is a process which should flow naturally; placing undue emphasis on teaching structural units does little to improve the quality of the product.

OVERVIEW

Professional Preparation in Language and Literature

	Narrative	Descriptive	Expository	Persuasive
The Writing Process	Planning			
	Selecting an Area Limiting the Topic Outlining	Composing Proofreading → Editing Revising	→	→
Words	Vocabulary →	→	→	→
	Spelling →	→	→	→
	Dictionary Skills →	→	→	→
	Library Skills →	→	→	→
Sentences	Writing mature sentences →	→	→	→
	Usage and Mechanics →	→	→	→
Paragraphs	Personal Experiences	Sensory Appeal	The World of Work	Events and Ideas
Short Themes →	→	→	→	→
Applying Writing Skills →	→	→	→	→
Reading & Writing **and Poetry** →	→	→	→	→
Oral Activities →	→	→	→	→

Professional Preparation in Language and Literature

	Narrative	Descriptive	Expository	Persuasive
Paragraphs	Personal Experiences	Sensory Appeal	The World of Work	Ideas and Events print and electronic media
	Topic Sentence →			
	Paragraph Organization →			
	Paragraph Development →			
	Chronological, Example, Reasons, Comparison and Contrast, Spatial			
Short Themes	Autobiography	Describing Yourself Describing a Literary Character	Written Reports Exploring Careers Developing Appropriate Work Attitudes	Essays and Articles Interviews Criticism
Applying Writing Skills	Stories	Job Research Job Responsibilities Work Conditions Resume	Job Research Employment Opportunities Salary Advancement	Letters Social Business Filling out Application
Oral Activities	Newspaper Reading Storytelling	Making Speeches Role-playing	Preparing and Responding to Questions Group Discussions	Job Interviews
Reading and Writing Poems	(Note) Emphasis on Comtemporary Poems and Songs →			

Professional Preparation in Language and Literature

	Narrative	Descriptive	Expository	Persuasive
The Writing Process	Planning →			
	Selecting an Area Limiting the Topic Outlining	Composing beginning transitions concluding Proofreading Editing Revising		
Words	Vocabulary →			
	Root words, Prefixes and Suffixes; Antonyms, Synonyms and Homonyms; Connotative and Denotative			
	Spelling			
	Dictionary Skills			
Sentence	Writing Mature Sentences →			
	Avoiding			
	Fragments Run-on's Dangling Modifiers Trite Expressions			
	Usage and Mechanics			
	Subject-Verb Agreement Punctuation Capitalization			

Methodology

The methodology used by the teacher to instruct students in composition is an integral part of the teacher's individual plan. The methods listed here are some suggestions which may be useful.

1. Journal Writing
2. Written Assignments
3. Written and Oral Reports
4. Themes
5. Group Discussions
6. Role-playing
7. Questions and Answers
8. Free Writing
9. Group Writing
10. Brainstorming
11. Timed Writing
12. Silent Reading

ENGLISH IV ADVANCED COMPOSITION (11405)

Rationale:

This course is designed to produce students who will:

- write with control, clarity, and strength
- think critically and imaginatively
- develop thoughts fully
- organize these ideas logically and effectively
- edit their writing

Methodology Notes:

- Instruction in grammar and usage should not be a substitute for a course in composition.
- Students must write frequently, daily if possible.
- Errors should be approached as they occur in students' writing and dealth with on an individual basis.
- Instruction should emphasize the process of writing and give particular attention to the revision stage.
- Use a variety of readings to generate ideas and provide examples. Public publications offer good writing in many areas.
- Display and print student work throughout the course. Everyone needs an audience.
- Discuss student writing frequently in groups or as a class.

How to Use this Guide:

The course outline is arranged by types of writing (horizontally) and by elements of writing (vertically) and should be read vertically, but not necessarily in a strict sequence from top to bottom.

Dividing writing into the separate elements of the word, the sentence, the paragraph, and the composition may produce an organized course diagram, but it imposes a somewhat artificial structure on the organic process of writing. In order to insure a balanced approach to writing, the course emphasis should not be on teaching the separate elements, but on paragraphs and papers where students can practice combining the elements.

TYPE OF WRITING	EXPRESSIVE OR PERSONAL (5 weeks)	INFORMATIVE OR EXPOSITORY (7 weeks)	PERSUASIVE (6 weeks)
READINGS	diaries, letters, descriptive journals, stories (students should bring examples for display)	newspaper and magazine articles, reports, instructions (how to..) explanations	newspaper editorials, letters to the editor, political speeches and debates, essays and articles supporting a particular action, and advertising
THE WORD	- replace general, vague words with specific, concrete ones - eliminate cliches, trite expressions, and jargon - use figurative language	- use accurate and precise words - select words appropriate to audience and situation	- select words whose connotations contribute to tone and purpose
THE SENTENCE	- eliminate fragments, run-on sentences, and comma splices - combine, coordinate, and subordinate sentences	- use parallel structure and clear pronoun reference - vary sentence structure effectively	- write clear, concise sentences
THE PARAGRAPH	- develop sufficiently - express maturity in thinking - reflect careful observation	- unify by main idea - organize logically and clearly - provide transitions	- interesting beginnings - effective conclusions
THE COMPOSITION	- journal writing practicing various techniques and ideas generated in class	- frequent, short assignments (a paragraph) practicing various types of expository writing:	- frequent, short assignments practicing a range of persuasive techniques

THE COMPOSITION	- a full-length paper that takes the student through all stages: prewriting, composing, and editing. Topics should draw on the students and their experiences.	process analysis, causal analysis, comparison-contrast, classification, evaluation, and definition. - at least one full-length paper requiring a minimum of research (explore various types of research--serveys, interviews, as well as library work)	- a full-length persuasive paper
SKILLS AND TECHNIQUES	Editing: - eliminate major errors in usage, spelling, punctuation, and sentence structure - revise word choice and sentence structure for effectiveness	Research: - develop library skills - practice techniques of note-taking - use mechanics of documentation: quotations, bibliography, and footnotes	Reasoning: - distinguish fact from opinion - write propositions and supporting evidence - evaluate evidence - recognize fallacies - use inductive and deductive approach

ENGLISH IV WORLD LITERATURE (11407)

Rationale:

This course is designed to produce students who will:

- read closely and analytically
- think critically and with originality
- express this thinking clearly in writing
- analyze the development of Western thought through its major writers

Approach:

- Combine discussion with lecture as much as possible - students pay more attention when they are directly involved.
- Ask lots of questions - those that ask for short answers as well as more extensive ones.
- Improve discussion skills, encouraging students to stay on the subject and to listen and respond to each other.
- Assign written questions for homework frequently to improve class discussions and to guide students with their reading.
- Give careful analysis to individual passages in the reading to increase students' critical skills.
- Provide students with the intellectual, political and historical background influencing the literature.
- Concentrate on the literature itself, its ideas and themes avoiding an overemphasis on literary terminology.

How to Use this Guide:

The course outline divides the literature into periods (horizontally) and skills (vertically) and should be read vertically, but not necessarily in a strict sequence from top to bottom.

The purpose of this outline is not to perscribe, but rather to suggest an organization, as approach, and readings for teachers to draw upon. With its Greek to modern span, this course obviously cannot and should not be taught in the space of one semester. Teachers will need, therefore, to adapt both the scope and the reading selections to fit with available materials and with student interests and abilities.

	THE ANCIENT WORLD: MAN AND HIS GODS	THE MIDDLE AGES AND THE RENAISSANCE: THE ORDERED UNIVERSE - MAN AS MICROCOSM
READINGS	Homer, Sophocles, Plato	Dante, Chaucer, and sonnets (Petrarch, Spenser, Shakespeare, Donne) (Boccacio, Cervantes, The Thousand and One Nights)
CRITICAL COMPREHENSION	History: Political, religious, and philosophic developments influencing literature Criticism: - explication and analysis of individual readings (topics such as: man's relation to his gods, Greak values and attitudes, appearance and reality, dramatic techniques) Theory: The epic, Aristotle's definition of tragedy, the place of the epic, drama, and philosophy in Greek culture	History: Political, religious, and intellectual developments influencing literature Criticism: - explication and analysis of individual readings (topics such as: concepts of good and evil, types of love, character development, comic character types) - comparison and contrast (ex. Dante's vision of man with Chaucer's. The Greek attitudes with those of the Middle Ages) Theory: allegory, sonnet, frame-tale
COMPOSITION	Creative writing such as: - write a dialogue between yourself and Socrates in which you pose a question troublesome to society today and Socrates gives a characteristic response or Analytical writing such as:	Creative writing such as: - a modern version of a circle of Dante's Inferno people by familiar faces in our world or Literary Analysis such as:

COMPOSITION	- evaluate Antigone's actions in the play. What errors in judgment did she make and how did these errors contribute to her downfall?	- explicate a sonnet
SPEAKING & LISTENING	- oral reading from the *Iliad* or the *Odyssey* - present a scene from a Greek drama	- memorize passage of poetry for oral presentation

	THE 17th and 18th CENTURIES: THE AGE OF SKEPTICISM AND REASON	THE 19th CENTURY: MAN AND HIS IMAGINATION	THE 20th CENTURY: MAN'S SEARCH FOR MEANING
READINGS	Shakespeare, Milton (Voltaire, Moliere, Montaigne, Pope)	Wordsworth, Keats, Goethe (Emerson, Hugo, Zola, Maupassant, Flaubert, Bauderlaire, Chekhov, Ibsen, Dostoevski, Tolstoi, Darwin)	Joyce, Eliot, Kafka (Camus, Satre, Pirandello, Mann, Conrad, Hesse, Rilke)
CRITICAL COMPREHENSION	History: Political, religious, and intellectual developments Criticism: - explication and analysis of works (topics such as: good and evil, appearance and reality, man's relation to God, reason and free will) - evaluation of characters (topics such as: the main character - his personality, his errors in judgment, his inward struggle, the events beyond his control) Theory: development of drama and the epic	History: Political, religious, and intellectual developments Criticism: - explication and analysis of individual works (topics such as attitudes toward man, imagination, memory, poetry, beauty, new ways of seeing, religion, society, science) Theory: lyric, short story, novel Romantic attitudes toward poetry	History: Political, religious, and intellectual developments Criticism: - explication and analysis of individual works (topics such as: man's relation to his world in modern times, the search for identity) - comparison and contrast: of topics discussed in order periods
COMPOSITION	Literary Analysis such as: - compare and contrast two characters in Hamlet (Gertrude and Ophelia)	Creative paper or Literary Analysis	Creative paper or Literary Analysis

COMPOSITION	- write your definition of evil--providing examples. - Why is logic both a gift and a curse for Hamlet?		
LISTENING & SPEAKING	- dramatic reading from Paradise Lost - listen to recording from Shakespeare play	- listen to selections from Romantic composers such as Beethoven.	- oral reading of prose or poetry - listen to modern composers (Stravinsky)

ENGLISH IV COMTEMPORARY LITERATURE (11402)

Rationale:

This course is designed to produce students who will:

- read more and with greater interest and understanding;
- respond to the readings on a variety of levels from personal to interpretive; and,
- express their response in writing that shows competence in basic writing skills.

Methodology Notes:

- Readings should be geared to students' level. Inexperienced readers reject what they do not understand.
- Readings should involve content that students can relate to their personal experience.
- Use a variety of questioning techniques: divergent (questions with no one answer; personal reactions, etc.) as well as convergent (those that demand one, specific answer).
- Integrate frequent informal and formal writing with class discussions and reading.
- Discussions and writing should elicit a range of responses to reading: personal, descriptive, interpretive, and evaluation.
- Introduce new vocabulary words before students begin the selection to help their speed and comprehension.
- Use recreational reading.

How to Use this Guide:

Although this course follows a traditional genre format, the emphasis is not on literary forms, and literary terminology should be kept to a minimum. The focus, rather, is on the readers' understanding of and response to the content in terms of themselves and their world.

Teachers will need to plan and organize materials from available sources. Scope magazine and, on a higher level, Literary Cavalcade provide good monthly selections of short stories, drama, poetry, and non-fiction. Students may want to purchase the novel, while they may obtain their non-fiction selection from the library. If teachers have difficulty obtaining sufficient copies of short stories, they might substitute another novel in the place of that unit.

The course outline is intended to be read vertically, from top to bottom. While the teacher should complete the short story section before beginning the novel, it is not necessary to follow a strict sequence within each genre. Teachers will want to integrate vocabulary with readings and make other rearrangements in sequence when appropriate. Specific discussion topics as well as vocabulary approaches, once they are introduced, should be continued throughout the semester. The specific writing assignments are suggestions only, intended to illustrate the types of writing this course encompasses.

	THE SHORT STORY character and plot (3 weeks)	THE NOVEL character, plot, and theme (3 weeks)	DRAMA character, plot, and theme (3 weeks)
READINGS	8 - 10 short stories (a novel may be substituted)	a novel	a full-length play
COMPREHENSION/DISCUSSION	CONVERGENT - Select details that reveal plot and character. (ex: What problems or situation must the characters deal with? What choices do they have? Why do they make the choices they do?) - Support generalizations about plot and character with specific details. DIVERGENT - Personal response to characters and their actions (ex: Would you have acted in a similar manner? Do you understand why he did what he did?) - Personal evaluation (ex: Did you like the main character - or the story? Why or why not?)	- Predict outcome and support the prediction with details from novel. - Have the characters changed? How and why? - Relate the novel to universal human experience. - Support and refute generalizations about theme made by someone else. - Personal evaluation: Do you approve or disapprove of the choices and decisions of the characters?	- Determine causal relation between character and plot (ex: List traits of main characters and consider if and how the trait affects the action. List events of plot and describe their effect on each character) - Personal response: What things have happened to you that caused something else to happen? Can you relate any of the characters and the way they respond to anyone you know on T.V. or in real life?
WRITING	Respond to discussion questions in short paragraphs and informal, journal type entries. (continue throughout the semester)	Short paper: - Take an emotion and write a statement about it; then write a story illustrating it.	Short dramatic piece: - In groups write plays showing a character responding to a situation.

WRITING	Short paper of personal response: - write about an experience you had that was similar to one of those in the reading - illustrate a quote from one of the stories with a discussion of a personal experience	- Have any of your friends changed over the past year? Describe the change and what might have caused it.	- Choose a scene or dramatic moment from the play you read and rewrite it as an interior monologue (using stream of consciousness approach) to show inner thoughts and emotions of character
VOCABULARY	- Before reading introduce the new words in the selection. - After reading define and use in sentences.	- Synonyms and antonyms	- Verbal analogies
LISTENING & SPEAKING	class discussions: keep on the subject and listen to others	- dramatic interpretation - oral reading of selected writing assignment	- plays and monologues can be acted or read aloud (or even taped or video-taped)

	POETRY words, ideas, moods (3 weeks)	NON - FICTION: BIOGRAPHY AND AUTOBIOGRAPHY (3 weeks)
READINGS	a wide selection of contemporary poetry songs	each student selects a non-fiction book from a reading list
COMPREHENSION/DISCUSSION CONVERGENT DIVERGENT	- Summarize literal meaning of a poem. - Explore implied meaning (ex: What senses do the images describe? What do the comparisons--similes, metaphors, personification--suggest?) - Explore mood and tone of poem (ex: What mood do words and their connotations help comparisons suggest? What is the writer's feeling toward his subject?) - Examine popular songs (music as well as lyrics) for images, comparisons, mood, tone, and sound.	(Since students will be reading different selections, class activities should combine individual work with general discussions and, later, oral presentations) Suggestions for general discussions: - Heroes: What qualities does a hero have? Who are your heroes? - Problems: What are some universal problems people everywhere face? - Success: How would you define success? Why is it important? - Strengths and weaknesses: What are yours? Your characters? Does everybody have both? - Research: Bring in information on your character from a source other than your biography.
WRITING	Short Poems: - Generate metaphors and similes by taking a picture and describing it. - Describe an object or moment using senses other than sight. Arrange into a poem.	- Write a letter to the character in your biography advising him on how to deal with his problems. - Pretend the person in your book is coming to address the students at your school. Write and present an introductory speech that tells of his accomplishments and describes his personality.

WRITING	- Write down words whose sounds appeal to you and arrange into a poem.	
VOCABULARY	- connotations	- words in context
SPEAKING & LISTENING	- practice reading poetry aloud, paying attention to sound: alliteration, rhyme, punctuation - poetry reading of student poetry and other favorite selections	- oral presentation telling what you liked best about your character or/what problem he faced and how he faced it.

A FEW SUGGESTED YOUNG ADULT TITLES

Fiction:

The Amityville Horror, Jay Anson

Say Hello to the Hit Man, Jay Bennet

Jaws, **Peter** Benchley

The Chocolate War, Robert Cormier

Childhood's End, Authur C. Clarke

The Outsiders, S. E. Hinton

The Soul Brothers and Sister Lou, Kristin Hunter

The Shining, Steven King

Very Far Away from Anywhere, Ursula LeGuin

Else

The Distant Summer, Sarah Patterson

The Magician, Sol Stein

The Promise, Danielle Steele

The Native Son, Richard **Wright**

The Pigman, Paul Zindel

Biography/Autobiography:

Brain's Song, William Blinn

Manchild in the Promised Land, Claude Brown

Louis Armstrong: Ambassador Satchmo, Jean Gray Cornell

Mommy Dearest, Christina Crawford

The Golda Meir Story, Margaret Davidson

The Diary of a Young Girl, Anne Frank

Go Ask Alice

Death Be Not Proud, John Gunther

The Story of Stevie Wonder, James Haskins

Houdini: Master of Escape, Lace Kendall

Sunshine, Norma Klein

Pele, Kowet, Don

Sigmund Freud: The World Within, Anne Neinmark

ENGLISH IV SURVEY OF BRITISH LITERATURE (11404)

Rationale:

This course is designed to produce students who will:

- read closely and analytically;
- think critically and with originality;
- express this thinking clearly in writing; and,
- possess a sense of the development of British literature and an appreciation of the major British writers.

Approach:

- Combine discussion with lecture as much as possible - students pay more attention when they are directly involved.
- Ask lots of questions - those that ask for short answers as well as more extensive ones.
- Assign written questions for homework frequently to improve class discussions and to guide students with their reading.
- Give close attention to the readings themselves. History and biography, while important in providing a context, should not overshadow the literature.
- Encourage oral readings of the poetry and drama.

How to Use this Guide:

The course outline divides the literature into periods (horizontally) and skills (vertically) and should be read vertically, but not necessarily in a strict sequence from top to bottom. Historical background, of course, may be a natural place to begin, but it must also be integrated with individual authors. In approaching an individual work, however, logic suggests the progression from explication (paraphrase; close reading of the text) to analysis.

Becuase the writers listed in the course outline are only representative of British literature, each teacher should add supplementary readings. In addition, audio-visual materials should be integrated when appropriate. A video-tape of Hamlet, for instance, gives students a truer sense of the play since Shakespeare wrote, after all, for the stage, not for the anthologies.

	OLD ENGLISH AND MEDIEVAL (4 weeks)	RENAISSANCE (7 weeks)
READINGS	Beowulf, Chaucer, Malory	Elizabethan sonnents, Shakespeare (drama), Milton
CRITICAL COMPREHENSION	History (lecture/discussion; the aspects of "history" listed here should continue throughout) - influence of political, religious, and intellectual trends on literature of period - biographies of authors - development of English language Criticism (discussion) - explication of individual readings - analysis of individual readings (discuss such topics as: concept of hero; attitudes toward man, society, and religion; character development; narrative techniques) - comparison and contrast of readings (consider topics discussed with individual works to evaluate developments in the literature	History (lecture/discussion) - development of English drama - Elizabethan stage - Puritan reaction to Tudor and Stuart reigns Criticism (discussion) - explication of poetry (using such terms as metaphor, conceit, symbolism, imagery, paradox, pun, carpe diem) - analysis of Shakespearen drama (topics such as: comparison and contrast between characters, events, and scenes; the main character - his personality, his errors in judgment, his inward struggle, the events beyond his control) - comparison and contrast (ex. Pardise Lost to Beowulf) - evaluation (ex. Are Shakespeare's characters believable? To what extent does Shakespeare portray the universal?)

COMPOSITION	Theory (lecture/discussion) - major literary types: epic, romance, comic. ironic (frame tale, exemplum, ballad etc.) Creative writing such as: - Beowulf from Grendel's or his mother's point of view - a T.V. script of a dramatic moment in Beowulf - a character sketch modernizing one of Chaucer's pilgrims	Theory (lecture/discussion) - the sonnet, tragedy, comedy (poetic and dramatic conversations) Literary Analysis such as: - explicate a sonnet - compare and contrast Gertrude and Ophelia - describe the development of Hamlet's attitudes comparing and contrasting his soliloquies - how does Shakespeare use the children in Macbeth both as characters and as symbols?
LISTENING & SPEAKING	- listen to Old English and Middle English recordings - oral reading of Chaucer's "Prologue" in Middle English - oral reading of Beowulf (in trans.) - note-taking and study skills	- listen to recording of **Shakespearean play** - memorize passage of poetry for oral presentation - participate in class discussion

THE EIGHTEENTH CENTURY (3 weeks)	THE ROMANTIC AGE (4 weeks)
Swift, Pope, Johnson	Blake, Wordsworth, Coleridge, Keats
History (lecture/discussion) Criticism (discussion) - explication of prose and poetry (using such terms as: persona, irony, manners, heroic couplet) - analysis of individual readings (topics such as: attitudes toward man and society, desire for reform, satiric techniques in poetry and prose) - comparison and contrast (consider analysis topics: compare 18th c. attitudes and society to today's) Theory (lecture/discussion) - satire, mock-epic, wit, neo-classical rules, the poet as craftsman	History (lecture/discussion) Criticism (discussion) - explication of poetry (using such terms as: verse forms, rhythm, tone, symbolism, paradox) - analysis of individual poems (topic such as: attitudes toward man and God, inspiration and imagination, the purpose of poetry, meditation, beauty, the personal nature of poetic subjects, new ways of perception) - comparison and contrast (ex: two poems by same author, by different authors; 18th century and Romantic attitudes toward the poetic process. Theory (lecture/discussion) - the lyric, Romantic concept of poetry, the poet as visionary
Creative writing such as: - an essay satirizing a modern abuse - describe a modern version of Pope's "Belinda"	Literary analysis: Comparison and Contrast such as: - a poem from "Songs of Innocence" with its matched poem from "Songs of Experience"

- dictionary entries in the style of Johnson	- how does "The Solitary Reaper" exemplify Wordsworth's ideas about poetry in "Preface to Lyrical Ballads"?
- dramatic reading of selections from "Rape of the Lock" or of one of the selections studied	- dramatic readings of matched poems from "Songs of Innocence and of Experience" - memorize passage of poetry for oral presentation

11406 Individual Author Seminar

Rationale

This one semester course is designed to allow the twelfth grade student to make an in-depth examination of a single author. One reason for studying literature is to learn about the timeless and universal ideas and experiences which people share. Students who study the life, times and works of a great author have an opportunity to experience vicariously, events and characters which can enrich their growth and development.

The number of authors appropriate for this course is large indeed. Student interest should be a primary factor in determining just which author will be taught. For these reasons there is no list of required authors. The guide does contain a suggested list from which the teacher may select authors to be considered for the course.

How to Use this Guide:

The individualized nature of the author seminar course precludes the necessity for a detailed guide. This guide contains a suggested list of authors from which the teacher may select. The overview contains the areas of study for the course. The teacher may expand on this list as she/he sees fit.

Suggested List of Authors

Maya Angelou
James Baldwin
Ray Bradbury
Gwendolyn Brooks
Albert Camus
Willa Cather
Anton Chekhov
Author Clarke
Joseph Conrad
Stephen Crane
E. E. **Cummings**
Charles Dickens

Emily Dickinson
T. S. Eliot
William Faulkner
F. Scott Fitzgerald
Robert Frost
Nikki Giovanni
Graham Greene
Thomas Hardy
Ernest Hemingway
O. Henry
Langston Hughes
Henrik Ibsen

Shirley Jackson
Henry James
James Joyce
Stephen King
D. H. Lawrence
Flannery O'Connor
Eugene O'Neill
George Orwell
Edgar Allan Poe
Katherine Ann Porter
Theodore Roethke
Carl Sandburg

Suggested List of Authors (continued)

William Saroyan

Karl Shapiro

George Bernard Shaw

John Steinbeck

Dylan Thomas

James Thurber

Leo Tolstoy

John Updike

Margaret Walker

Eudora Welty

Thornton Wilder

Tennessee Williams

Course Overview

Individual Author Seminar

Style →

Major Themes →

Background →

Major Influences →

Author's Works →

Life and Times →

Contemporaries →

Suggested Methodologies

1. Sustained Silent Reading
2. Written Reports
3. Research Projects
4. Oral Reports
5. Compositions
6. Group Discussions
7. Role-playing
8. Questions and Answers
9. Free Writing
10. Brainstorming
11. Journal Writing
12. Lecture

Humanities

(English Departments wishing to offer this course should contact the Supervisor of Language Arts, 7-12.)

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READING ELECTIVES

How to Use the Guide to Reading Courses

In an attempt to unify the four components of language arts as identified in the rationale, the guide to reading courses specifies each component in each course overview. In addition, in each phase guide, reading is integrated with writing, speaking and listening.

The course overviews give broad views of what should be covered in each course, and the four phase guides, each indicating a nine week period, are slightly more detailed. Following each phase guide is a list of activities which may be used to teach, practice or supplement the teacher's methodology for each square of the phase guide. These activities are intended to broaden teachers' choices--never to restrict. It should be particularly noted that each phase guide is not to be treated sequentially. All components of language arts, plus study techniques, are to be incorporated in each phase during the school year.

Methodology

Teachers using this guide will find the following remarks helpful. Some assumptions are made in the guide. These are spelled out in this section. Some terminology is defined differently by different authors. These ambiguous terms are clarified for the purpose of the guide.

One assumption made is that reading teachers preface selection of materials by assessment of every student's instructional reading level. Materials must be appropriate to each student's level in order that learning from reading occurs (Karlin, 1969). Rewriting, adjusting assignments, guided reading, multi-level selections, and peer helpers are some of the many approaches which may be used for meeting the problem of wide range of reading abilities within the classroom.

Vocabulary is invariably shown by standardized tests to be an area of reading weakness. Becker's study, 1977, showed that vocabulary is given insufficient emphasis in many high school programs. Therefore, although vocabulary is treated in English as well as other content area classes, it is vital that the reading program continuously emphasize vocabulary as well. In order that skills and knowledge learned in reading class be transferred to other areas of study, it is desirable that vocabulary concepts not only be taught, but that they be taught from content area text lessons.

It will be noted that spelling is not specifically included in the phase guides (that is, in the nine weeks grading period). It is understood that teachers of reading will develop a spelling program based upon students' current needs. Spelling needs are obvious in students' writing samples. Again, content areas should not be overlooked as a source in collecting meaningful spelling material.

Because of the nature of reading as a content course in high school, a portion of each phase guide is devoted to study techniques. It is the intent that reading courses help students to make the transfer of reading skills and insights to the pursuit of other areas of study. This can be assured only through direct use of students' current science, social studies, mathematics and literature textbooks in the reading classroom. Demonstration and practice of study techniques such as SQ3R (survey, question, read, recite, review) in the reading class with the content area text proves to students that these controlled methods work. A major content area is designated for each phase of the courses designed for under-achieving students. Teachers who are not familiar with a study method for each major academic area are urged to consult Herber or Thomas and Robinson, whose works are included in the bibliography of the reading courses guide.

Public attention to standardized test scores has made teaching test-taking unavoidable. Rather than making these skills a separate division of the reading curriculum guide and teaching them as a separate unit, it is suggested that reading teachers give frequent attention to building testing sophistication. For instance, the teacher may use the standardized test format for some classroom testing. Students should be verbally reminded that the format is one with which they need to be familiar for standardized tests. Teachers also need to investigate the kinds of questions asked on the School Board's choice of standardized test and on the state standardized test. Various kinds of knowledge may be taught and tested with the kinds of questions used on standardized tests. This approach, many experts feel, results in better student preparation than a unit on testing a short time before the test.

Readers may question the equal emphasis upon composition in reading courses. Quite simply, and to confirm the position taken in guide and rationales, Blount, 1973, showed improved writing skills and increased reading are parts of the same accomplishment. Blount's findings further support the recurrent theme throughout this document that the language arts must be integrated and taught concurrently for maximum benefit to students. In the same vein, Weaver and Shonkoff, 1978, found that reading skills were learned more efficiently when taught concurrently.

One of the most flexible and convenient approaches to writing for teachers, and one of the most satisfying to students, is journal-writing. Whether to direct, whether to grade and whether to devote little or much time to this activity is strictly the teacher's choice; but teachers are strongly urged to incorporate journal-writing into the weekly or daily plan for all students and to direct students in narrative, reflective, and descriptive writing. The narrative directive would encourage students to use personal experience to tell a story;

reflective would encourage students to tell how an experience has changed them; and descriptive writing would encourage use of lively, colorful language in describing a physical scene or object.

Another important, relatively new (or possibly renewed) technique for teaching writing appears in the phase guides. Dictation has several advantages for underachieving students if care is taken in selection the dictation passage. Students are provided an excellent model and are required by the nature of the task to attend the model. Self-correction is easy and desirable. Students' mechanical errors can be corrected without leaving the student feeling the sting of having a product of his creativity attacked. Teachers using this guide are encouraged to read the Sandra Stotsky article, "The Role of Writing in Developmental Reading" in the January, 1982 Journal of Reading (see bibliography).

Nothing has been included in the reading curriculum guide about student evaluation. Just as every Pilgrim has his cross to bear, every teacher must consider building administrator's policy, students' individual needs and accomplishments, and one's personal philosophy of learning before handing down grades. No pat solutions are offered here. However, a suggestion for easing the paper load is offered. Dr. Frank O'Hare has organized this method into a compact booklet which is included in the bibliography. The following points are the crux of Dr. O'Hare's method:

1. Spend some time teaching editing; leave examples on the board.
2. Let students do the red pencil work. Ditto a stack of editing forms. Before collecting a composition, have papers edited by two classmates of the writer.
3. One editor uses numbers to identify errors, and positive and negative comments, the other, letters.
4. If only "innocuous" comments are made or the editor is not accurate, the writer gets a third opinion. The third editor uses circled numbers on the editing page.

O'Hare also suggests that three papers be collected with the students' own choice representing 2/3 of the grade for the writing unit. They are allowed to work in groups of three or four to choose "best" papers. They are then given a chance to make last minute revisions. Notes, revisions and editing sheets are submitted to the teacher and the 1/3 of the grade which represents effort is easy to assess. O'Hare seems to prefer not marking errors, but suggests that, if the teacher balks at this idea, only the best papers be marked in the traditional way and a third category of grade be added for mechanics and usage. The Louisiana Department of Education English and Language Arts Curriculum Guide, Grades 9-12, also contains several suggestions for evaluation.

Reading I

Rationale

The primary focus of the Reading I course is on the capable but underprepared student. Reading is not an isolated process but is fortified by the continuous development of writing, speaking, and listening. In order that students become better able to read proficiently in academic areas, to function more effectively in society, and to enjoy reading more, all major areas of language arts are included in each phase of the course. Specifically, each nine-week period will incorporate instruction from all of the language arts components, as indicated on the course outline.

Due to the nature of the course, no single text has been recommended. The teacher's ingenuity, creativity, and knowledge of subject is to be employed in selection of materials which are appropriate to students' needs and interests. Assessment of students' strengths and weaknesses in reading is to be the teacher's guiding principle in such selection.

COURSE OVERVIEW

Reading I

Phase 1	Phase 2	Phase 3	Phase 4
(1st Nine Weeks)	(2nd Nine Weeks)	(3rd Nine Weeks)	(4th Nine Weeks)
Reading:	Reading:	Reading:	Reading:
Biographies, autobiographies	Short stories, plays	Short stories, plays, poetry	Myths, fables, legends, proverbs
Literal emphasis on comprehension	Literal emphasis on comprehension	Interpretative emphasis on comprehension	Interpretative emphasis on comprehension
Vocabulary development	Vocabulary development	Vocabulary development	Vocabulary development
Survival reading	Survival reading	Survival reading	Survival reading
Study techniques	Study techniques	Study techniques	Study techniques
Writing	Writing	Writing	Writing
Speaking/listening development	Speaking/listening development	Speaking/listening development	Speaking/listening development

Reading I

Phase I (1st Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
- biographies - autobiographies	- biographical - autobiographical	- autobiographical speeches - makes introduction - develops good attitudes toward listening
Comprehension	**Journal Writing**	
Literal Emphasis - main idea - details	- development of supported main idea through letter writing	- Listens for main idea and details
Vocabulary		
Phonetic Analysis Context Clues Structural Analysis - prefixes - syllabication Synonyms	- develops use of new/active, more accurate vocabulary - dictation	- discusses new/unusual words - dictation
Survival Reading		
- labels - maps - signs - printed directions	- draws and labels maps, signs - writes clear procedural and geographical directions	- follows oral directions - gives oral directions
Study Techniques		
Locational references - book parts Mathematics - vocabulary	- makes sample table of contents, index, etc.	

Reading I - Phase I

Suggested Activities:

1. Read biographies of different personalities (actors, sports figures, musical artists, etc.). These may be from short works such as sports and fan magazines.

2. Condense biographical selections to a paragraph or two; have students each read one; compare personalities in a panel discussion.

3. Have students read biographical selections, then list the most important events from the subject's life.

Comprehension (Literal Emphasis)

1. Lead students to discover the stated main idea of passages which are heard and read, then list supporting details on chalkboard.

2. Give students a dittoed diagram on which to enter main idea and supporting detail from paragraphs.

3. Students write paper/pencil directions for each other. Trade papers, follow directions.

Vocabulary

1. Give students a syllable which uses a particular sound; students add syllables from words in reading passages which use the same sound.

2. Define and teach three to five kinds of context clues. Analyze passages for context clues.

3. Have students complete cloze exercises using context clues to identify vocabulary words.

4. Illustrate the parts of compound words: butter/fly, blue/berry, etc.

5. Develop dictionary of new words; include synonym of each entry; use theme approach—mood, emotional words, etc.

6. Have students develop word poster; they illustrate new word, attach to prepared bulletin board.

Writing

1. Interview class member from list of group-prepared questions; write biography to be read to class. (For variety, leave out subject's name and have class identify.)

2. Have students to write introduction of self to class.

3. Give students list of people and a list of topics. Have them select from each list and write letter about chosen topic to person selected.

4. Journal writing.

5. Use direct dictation; see Journal of Reading reference and "Methodology" section.

Functional Reading

1. Have students read labels from some product from different companies and note similarities and differences.

2. Have students draw maps of routes from their homes to school, including as many signs and details as can possibly be remembered. (Key the map.) Have students check their own recall against reality.

Speaking

1. Have students formulate arguments for or against current political or environmental concerns. In panels of three or four, present views and reasons for position to class, noting main ideas, and supporting details.

2. Prepare list of pertinent and interesting questions about sports, hobbies, special interests. Have students interview another class member. Write biography to be read to class.

Listening

1. Read humorous poetry to students; read magazine squib (Reader's Digest, etc.) to students each day.
2. Give students sets of identical shapes. Two students sit back-to-back. One student puts shapes together while describing how it is done to other. Second student follows directions. Compare final product. Reverse roles.
3. Have students write one to three of the morning announcements.

Study Techniques

1. Give each student a book title; after instruction have students locate catalog card in library and supply answers to list of questions from book (author, publication date, number of pages, etc.).
2. Remove table of contents from old books; allow students to develop a table of contents for book they would be interested in by using the old book tables for models.
3. Pull vocabulary from math lesson for students current use. Teach pronunciation, rapid recognition, and symbol counterpart. Have students drill each other in game-type activities.

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Reading I

Phase 2 (2nd Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
- short stories - plays	- narrative	- relates personal events - listens to taped reading, other students stories
Comprehension	**Journal Writing**	
Literal Emphasis - sequence of events	- writes a sequence for doing or making something	- listens for sequence - describes sequence unvolved in doing or making something
Vocabulary		
Phonetic Analysis Context Clues Structural Analysis - prefixes Antonyms	- develops use of new/ active, more accurate vocabulary - dictation	- discusses new/unusual words - dictation
Survival Reading		
- schedules - guides - travel information	- writes personal schedules - plans a trip - writes sample travel brochures	- describes a planned trip or schedule (travelogue)
Study Techniques		
Location/Reference - Atlas - Almanac - Dictionaries		
Social Studies		
- vocabulary		

Suggested Activities

Reading

1. Introduce students to book clubs and provide opportunities for students to join.
2. Build a classroom library; have students add to the collection.
3. Provide field trips to plays at other schools in the community.

Comprehension (Literal Emphasis)

1. Have students construct mobiles showing major events from stories — in correct sequence.
2. Have students cut up comic strip frames, exchange with others, and rearrange in sequence.
3. Teach signal words that are used to indicate comparisons (however, but, nevertheless, etc.). Have students look for specific examples of literal comparisons.

Narrative Writing

1. Using action photos, have students write narrative paragraphs.
2. Have students write narrative paragraphs about an unusual experience at school.
3. Give students story starters. Have them complete the idea using themselves as the main character.
4. Journal writing (directed, to include examples of narrative writing).
5. Dictation

Functional Reading

1. Have students plan an imaginary trip and give pertinent details.
2. Have students make their own schedules for activitives they plan. Day's schedule in half hour blocks might be written out, comparing ideal with actual.
3. Have students take role of camp director for children's camp; schedule days to include all necessary activities and entertainment, including cost for specific number of guests.

Speaking/Listening

1. Have students take the role of a newscaster, reading a selected newspaper story or article to class, after practicing proper enunciation, tone, emphasis.
2. Provide five to ten minutes daily for students to exchange humorous experiences. Topics may be changed daily or weekly.
3. Have students practice reading the same sentence with different expression — inflection, emphasis on different word.

Oral Reading

1. Read to students a minimum of once a week. Start a novel, reading a chapter a day. Discuss, don't test.
2. Have students listen to stories and plays which have been tape recorded either by you or commercially.

Study Techniques

1. Prepare a set of trivia questions. Have students use reference books to provide answers. Most newspapers have a daily or weekly trivia feature. Students might write questions for others.

2. Prepare a set of questions. Have students tell which reference books would be the best source for information needed.

3. Allow groups of students to select a short story and use reference material to locate information about country or area of the story's setting. Completed projects can become part of a classroom reference center.

4. Develop social studies vocabulary. Current topics of study in social studies class should be used as a resource.

Reading I

Phase 3 (3rd Nine Weeks)

Reading	Writing	Speaking/Listening
- short stories - plays - poetry	- reflection - poetry - skits	- listens for rhyming elements - listens to poetry - choral reading - acts out skits developed in writing
Comprehension	Journal Writing	
Interpretative - predicting outcomes - drawing conclusions - main idea - details	- writes endings to stories - writes titles for stories - develops stories, given main ideas	- tells variant endings for stories - draws conclusions about characters, events
Vocabulary		
Structural Analysis - suffixes Homophones	- develops use of new/active, more accurate vocabulary - dictation	- discusses new/unusual words - dictation
Survival Reading		
- telephone directory - classified section - weather reports	- makes personal directories - writes classified ads	- telephone conversations
Study Techniques		
Location/Reference - library English - vocabulary	- writes brief reports using library sources	- brief oral reports using library sources

Reading I - Phase 3

Suggested Activities

Reading

1. Brief role-playing activity before introduction to story (example: before introducing "The Test" have two students role play friends who are going to take a test; one tries to convince the other to help him/her with answers).
2. Before reading short story, discuss a major concept of story (example: have students discuss gift giving before reading "The Gift").
3. Give time ahead to prepare for oral reading. Make no corrections while students are reading orally. Give opportunities for re-reading scene if they choose.
4. Read limerick: ask students to interpret puns.

Comprehension (Inferential Emphasis)

1. Read passage to students; stop at strategic points; have them predict the next word. Ambiguous words work best.
2. Teacher lists 10-15 popular sayings. Have students choose one which applies to short story, play, or poem.
3. Give students list of sentences with nonsense word and context clue in each. Have them supply appropriate word. Discuss choices.

Vocabulary

1. Teacher constructs a crossword puzzle; in description of words include root word and definition; have students supply the complete word using suffix.

2. Teach spelling rules for adding suffixes.

3. Give lists of words and suffixes. Have students construct as many words as possible from the lists.

4. Activity sheets in a learning center provide practice with homophones (words with the same pronunciation, but different spellings, origins, and meanings).

5. Tear vocabulary tests from old texts, test booklets and workbooks. Let students work in pairs to complete workbook pages for extra credit or supplementary learning. Learning center approach works well for this activity.

Writing

1. Have students write composition explaining how an experience, reading, or acquaintance has changed their attitude about something. (Reflective)

2. Have students write chronological account of a Saturday's activities from an outline.

3. Teacher lists several short sentences from students' writing from which to teach sentence combining with different kinds of modifiers.

4. Journal writing

5. Dictation

Functional Reading

1. Collect a classroom set of old telephone directories; teach telephone vocabulary: rates, yellow pages, area codes, index, guide words, etc.

2. Construct a list of questions which students can answer by consulting the yellow pages.

3. Have students locate items they would like to buy and call the advertiser (or classmate substitute) and arrange purchase, delivery, etc.

4. (Weather report) Have students determine forecast for several cities around the country.

Speaking/Listening

1. Have students brain-storm for a list of information-seeking telephone conversations; use directories to locate useful numbers. Role-play the conversations. Research by discussion with people in family who have made such calls.

2. Role-play professional/client situations such as doctor, dentist, child car clinic and clients. Again, some research and question-asking could be assigned for outside class.

1. Have a different student listen for a new (useful) word on TV or conversations to add to class members' personal dictionaries.

2. Listen to song lyrics for rhyming words and repeated musical end phrases.

3. Use newspaper word-play games.

Study Techniques

1. Collect catalogs of personal and household items. Using index, have students furnish a room or collect a wardrobe, etc. and write up an order for the items.

2. Give students a list of Dewey Decimal or Library of Congress categories. Give them a list of specific subjects to classify under broader categories.

3. Give students a list of questions to answer as pre-reading survey exercise for reading selection. Develop vocabulary for English.

4. Provide mini-projects for students to complete requiring the use of various library resources.

Reading I

Phase 4 (4th Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
- legends - myths - proverbs - fables	- descriptive	- listens to myths, fables, local legends for tone, pitch - juncture - oral reading of myths, fables, legends - storytelling - tells local legends
Comprehension	Journal Writing	
Interpretative Emphasis - cause/effect relationships - comparison/contrast - figurative language - sequence of events	- descriptive paragraphs demonstrating cause/effect, comparison/contrast and figurative language	- listens to figurative language and restates in own words - listens to fables, myths for cause/effect, comparison/contrast relationships
Vocabulary		
Structural Analysis - inflectional endings	- develops use of new/active, more accurate vocabulary - dictation	- discusses new/unusual words - dictation
Homographs		
Survival Reading		
- forms - applications - catalogs	- completes forms and applications	- informal interviews

Reading I

Phase 4 (4th Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
Study Techniques Location/Reference - library Science - vocabulary		

Suggested Activities

Reading

1. Read or tell a fable. Have students discuss and construct a moral. Compare with that given by author.
2. Discuss customs, holidays and festivals that might have their origins in legends.
3. Have people from the community discuss local legends with students.
4. Relate mythology to names of some New Orleans streets, carnival parades and balls, names of days, weeks, and months.

Comprehension

1. Make a classroom book containing favorite expressions of your own and students. Have students add to the collection by making inquiries of family and friends.
2. Give students incomplete similes and metaphors, etc. Have them complete these and discuss.
3. Have students use charts to illustrate cause and effect relationships.
4. Have students pick out cause and effect relationships from myths, fables.
5. Have students make and illustrate timeline of events from stories read.

Vocabulary

1. Have students illustrate the meanings of pairs of homonyms. (Words with the same spelling and pronunciation, but different origins and meanings.)

2. Have students use context clues in sentences to determine which ending must be used (example: Mary bought five (bunch/bunches) of grapes).

3. Have students select a new word of interest. Let students construct a bulletin board. complete with illustrations, synonyms, antonyms and interesting facts about the word's origins. etc.

Writing

1. Place small objects in a paper bag; ask students to peek at objects and write a description which avoids naming the object. Let other students name the object.

2. Have students list words that describe the sights, sounds, smells, tastes, and feelings of being in a particular place or situation. Have them develop these into a paragraph.

3. Using a picture, let students list details observed. Have them use details to develop a paragraph or story.

4. Journal writing, with some directed descriptive writing.

5. Dictation of descriptive passages.

Functional Reading

1. Give students practice in ordering catalog items.

2. Have students apply for a social security number and fill out job applications.

3. Arrange a visit to a bank and secure deposit and withdrawal slips, sample checks. Have students complete these, assuming an assigned sum of money with which to work. Use with catalog ordering.

4. Have students fill out a contest entry form and enter a contest.

Speaking/Listening

1. Have students tell a story to a younger child and report the incident to class.
2. Have students portray a character from a myth, fable, legend they have read.
3. Begin a story aloud. Have each student add to the story until story is completed. Tape recording could be used for listening to the story again.

1. Have students listen to recorded folktales and legends for tone, pitch, juncture, expression.
2. Write pairs of sentences that are phrased differently. Have students read orally and choose phrasing that sounds best, is most expressive of certain idea. (example: Each day he pushed — the same button — in the elevator; Each day — he pushed the same button — in the elevator; Each day he pushed — the same button in the — elevator.)

Study Techniques

1. Encourage use of public library by requiring each student to obtain a library card (or offering extra credit for doing so).
2. Have students select a favorite book and make sets of card catalog cards to file in a classroom library.
3. Allow students to choose an area of scientific interest and have them locate five books relating to that area, using the card catalog.
4. Teach science vocabulary words (or reinforce them) from the students' current science lessons.

Reading II

Rationale

The Reading II course is a continuation of elements developed in Reading I. As in Reading I, the needs of the capable but underprepared student are addressed. In addition to literal and inferential comprehension, students are instructed in the critical and evaluative refinement of the reading process. In Reading II emphasis shifts from survival reading to recreational reading. The teacher should recognize the need for integrating all of the language arts components during every nine-weeks period.

Due to the nature of the course, no single text has been recommended. The teacher's ingenuity, creativity, and knowledge of subject is to be employed in the selection of materials which are appropriate to students' strengths and weaknesses. Assessment of students' strengths and weaknesses in reading is to be the teacher's guiding principle in such selection.

COURSE OVERVIEW

Reading II

Phase I (1st Nine Weeks)	Phase 2 (2nd Nine Weeks)	Phase 3 (3rd Nine Weeks)	Phase 4 (4th Nine Weeks)
Reading:	Reading:	Reading:	Reading:
Newspapers, magazines	Newspapers, magazines	Young adult novels, poetry	Young adult novels
Critical emphasis on comprehension	Critical emphasis on comprehension	Story elements	Story schema
Vocabulary development	Vocabulary development	Vocabulary development	Vocabulary development
Recreational reading	Recreational reading	Recreational reading	Recreational reading
Study techniques	Study techniques	Study techniques	Study techniques
Writing	Writing	Writing	Writing
Speaking/listening development	Speaking/listening development	Speaking/listening development	Speaking/listening development

Reading II

Phase 1 (1st Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
- newspapers - magazines	- news stories - feature stories	- committee reports - role-plays reported in mock radio and TV broadcasts
Comprehension	Journal Writing	
Critical Emphasis		
- fact vs. opinion - realism vs. fantasy	- essays - editorials	- oral editorials
Vocabulary		
Structural Analysis		
- syllabication	- develops effective word choice - dictation	- listens for variety in others' language via speeches, taped stories, plays and poetry - dictation
Recreational Reading		
- sustained silent reading	- develops a file of favorite books read	- listens to book talks - listens to stories and poetry read by teacher for enjoyment
Study Techniques		
- graphics/symbols	- makes graphs and diagrams to record information	- conducts surveys
Mathematics		
- patterns of organization		

Reading II - Phase 1

Suggested Activities

Reading

1. Familiarize students with newspapers from different localities — countries. Compare and discuss.
2. Discuss special features of different sections of newspaper.
3. Arrange a field trip for students to observe newspaper being produced. Have them instructed in how the newspaper morgue is kept and how it may be useful.
4. Study vocabulary of the publishing field.
5. Familiarize students with well known reporters, columnists, and different kinds of publishing houses.

Comprehension (Critical Emphasis)

1. Have students analyze newspaper articles in terms of fact vs. opinion.
2. Have students describe the same picture. Compare and contrast similarities and differences in descriptions.
3. Have students read two books on the same subject and compare and contrast the approaches or information supplied.

Vocabulary

1. Instruct students in proper use of thesaurus.
2. Underline a general term in a sentence. Have students substitute a more specific term.

3. Provide students with a group of synonyms which might be substituted for a word in a sentence. Have them use the context to select the most appropriate synonym.

4. Discuss syllabication generalizations. Form committees of students to find words which fit the generalizations and match their word divisions to certain generalizations.

Writing

1. Have groups of students prepare different types of news articles that are timely and of interest to class. Develop a classroom newspaper.

2. Have students write articles that might appear in a newspaper in 50 to 100 years.

3. Cut headlines from newspaper. Have students write stories to match the headlines. Reverse the procedure and have them write the headlines.

4. Journal writing, sometimes directing students to write from a list of topics to explain.

Recreational Reading

1. Review adolescent novels for class, or have someone else come in to do so (perhaps a talented librarian).

2. Tell a particularly exciting short story from a paperback short story collection. Show them the book.

3. Have students write and illustrate books for younger children. Arrange a field trip to a nearby elementary school where books would be read to elementary classes. Emphasize the service being performed for younger people by encouraging them to read.

4. Keep records of voluntary book reading for classes to view.

Speaking/Listening

1. Suggest topics and have students conduct surveys among classmates, family members, neighbors; share results with class.

2. Have students form committees and report orally on various topics.

1. Hold class discussions of demonstration speeches, identifying purpose and technique used for each speech (emotional vs. logic, identification, clarity of demonstration).

2. Have students comment favorably on each classmate's speech (voice quality, enunciation, etc.).

3. Have students impersonate well-known personalities; let class guess who is being impersonated. Outside preparation required.

Study Techniques

1. Have students graph results from surveys conducted.

2. Have students bring in graphs, symbols from magazines, newspapers; interpret.

3. Use your own and students' sources of information to graph in class.

4. Use consumer sections of newspaper for students to plan budgets. Math skills could be used in determining cost of following a certain recipe, discover the best buys for certain products, etc.

5. Teach approaches to problem solving — how to analyze word problems.

Reading II

Phase 2 (2nd Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
- newspapers - magazines	- descriptive	- panel discussions about current events, topics
Comprehension	Journal Writing	
- critical emphasis propaganda techniques - author's mood, purpose	- advertisements - commercials	- commercials - listens for propaganda techniques - listens to determine author's purpose
Vocabulary		
- connotative vs. denotative	- persuasive paragraphs - dictation	- persuasive speeches - dictation
Recreational Reading		
- sustained silent reading	- writes a book jacket for a favorite book	- gives a sales pitch for a favorite book - listens to stories and poetry read by teacher for enjoyment
Study Techniques		
- outlines - notetaking	- makes outlines - takes notes	- lists major points from speeches and lectures
Social Studies		
- patterns of organization		

Reading II - Phase 2

Suggested Activities

Reading

1. Invite local columnists to speak to class about the newspaper industry and jobs in it.
2. Have students read several feature articles on the same theme, social problem, or personality; share information and views.

Comprehension

1. Read magazine stories to students. Isolate revealing sentences and have students determine author's mood and tone; identify words used to set mood and tone.
2. Have students set purpose for all reading. Frequently compare their purposes for reading with author's purpose for writing.
3. Teach a selection of propaganda techniques (band wagon, plain folks, etc.). Have students identify techniques used in newspaper and magazine advertisements.

Vocabulary

1. Label three columns on a chalkboard; negative, positive, and neutral. Have students give examples of words whose connotations and denotations cause them to fit into one of the categories. Have them give reasons for the classifications.
2. Have students look for examples of words which have emotional appeal in various advertisements. Have them discuss connotations and denotations of words.

Writing

1. Have students write editorials and send them to the local newspaper. Be sure students edit and rewrite before mailing.

2. Place an unusual object in the classroom. Have students write a sales advertisement incorporating propaganda techniques studied.
3. Have students write sample classified ads, both realistic and comical.
4. Sponsor a contest for the best slogan relating to student-selected activity.
5. Have students form a collage pertaining to a theme and write a brief essay developing the theme.
6. Journal writing

Recreational Reading

1. Develop and join students in a regular period of sustained silent reading.

Speaking/Listening

1. Have students prepare and present a "sales talk" for a real or imaginary product.
2. Have students give two minute talks in which they persuade their classmates to do something, join a group, or vote for a candidate.
3. After reading about issues in magazines and newspapers, form panels to discuss the issues, based on a "Meet the Press" format.

1. Read a paragraph to students. Have them list pertinent facts and reconstruct the paragraph orally from their notes and compare for thoroughness and accuracy.

2. Read short stories to students for identification of author's mood, tone, etc.
3. Have students listen to recorded speeches; list major points; discuss.

Study Techniques

1. Have students use two or more outline forms for the same social studies selection.
2. Have students develop social studies vocabulary from current social studies class unit.
3. Have students develop notes of main points from social studies text chapter.
4. Arrange for students to see a film or filmstrip presentation of social studies study techniques.

Reading II

Phase 3 (3rd Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
- young adult novels - poetry	- book reports - poetry writing	- oral book reports - listens for mood, sound effects - hears patterns, rhythms - choral reading
Story Elements - point of view - plot - setting - theme	Journal Writing - given story elements develops paragraphs or stories	- describes point of view, plot, setting theme
Vocabulary - etymology	- develops use of more varied vocabulary - dictation	- listens for new/varied vocabulary - dictation
Recreational Reading - sustained silent reading		- listens to book talks - listens to stories and poetry read by teacher for enjoyment
Study Techniques - using varied sources	- paraphrases - makes bibliographies	- oral summaries
English - patterns of organization		

Reading II - Phase 3

Suggested Activities

Reading

1. Have students read a single young adult novel as a class project.
2. Have students select a favorite poem for oral reading to the class.
3. Have students read a variety of young adult novels, all of which develop a single theme or of a single type.

Comprehension

1. Have students discuss story elements of young adult novel being read.
2. Dictate very short, easy narratives and have students identify story elements and compare with elements as used in novel.
3. Develop meaning of theme with students in class discussion. Have each student write a theme statement of own novel; discuss with class. Discuss same novel having different themes according to reader's interpretation.
4. Compare setting, point of view, etc. from the various novels being read.

Vocabulary

1. Have students bring scrambled words to class, give etymology, definition of the word and have the classmates unscramble. These may be collected and dittoed.

2. Have students develop dictionary from novel being read, including page number where word is used in the novel, and a sentence or two describing students' use of the word.

Writing

1. Dictate short easy narratives. Have students check own work for perfect transcription.
2. Have students write another chapter for the young adult novel, imitating author's style of another incident in the main character's life.
3. Have students write paragraph about how readings informed, affected, or changed them.
4. Write paragraph summary of plot, paragraph explaining relationships between characters, and paragraph describing setting in a book report.
5. Journal writing

Recreational Reading

1. Read strategic parts of a new young adult novel to class. Create interest; give information about checking it out or purchasing.
2. Read young adult novel by chapters over an extended period.
3. Work with librarian to develop a leveled fiction shelf or two so recommendations can be made which match students' independent reading levels.

Speaking/Listening

1. Develop choral readings with students. Tape record.
2. Have students describe their feelings after hearing poetry read by classmates.

3. Have students hold a round table discussion of the novels read with special attention to story elements.

4. Have students report on one aspect of novel -- plot, point of view, characterization, etc.

1. Invite guest speakers; have students take notes; later, discuss what was/should have been noted.

2. Supply sound effects for taped choral reading; re-tape.

3. Listen to recorded radio play. Produce own radio play for taping and exchange with another class who did the same project.

Study Techniques

1. Have students practice previewing chapter of their novel to answer two or three preplanned questions (specific from first or last paragraph, unfamiliar words detected from scanning, review of previous chapter, etc.).

2. Have students practice forming purpose questions before reading chapters. (In fiction the questions may not be answered, but reading becomes a more active pursuit by having questions. Point out value to students.)

Reading II

Phase 4 (4th Nine Weeks)

READING	WRITING	SPEAKING/LISTENING
- young adult novels	- reflective	- group discussion of novels read
Story Schema	**Journal Writing**	
- characterization - motivation	- creates literary response in keeping with characters traits, attributes, motivation	- dramatizes passages from novels read
Vocabulary		
- affixes - roots	- develops use of more varied vocabulary - dictation	- listens for new/varied vocabulary - dictation
Recreational Reading		
- sustained silent reading		- listens to book talks - listens to stories and poetry read by teacher for enjoyment
Study Techniques		
- skimming/scanning		- short, impromptu speeches after brief preparation period
Science		
- patterns of organization		

Reading II - Phase 4

Suggested Activities

Reading

1. Have students create a poetry collage around a favorite poem in print.
2. Have students collect several poems on the same theme (a feeling, color, etc.) and illustrate with magazine or original art.
3. Have several groups of students read different novels by the same author.
4. Identify characteristics of ballad; read several ballads aloud; have students read ballads.

Comprehension

1. Have students diagram the movement of the main character or scenes from the novel.
2. Isolate certain actions of characters in the novel; have students list all of the reasons the character might have behaved as he/she did.
3. Read poems from Spoon River Anthology to class. Discuss characterizations, comparing to modern personality traits.

Vocabulary

1. Catch interest in reading selection and teach vocabulary necessary for the selection by pulling out short passages and having students speculate upon meaning in context.
2. Have students syllabicate polysyllable words to discover meaning and pronunciation (class activity).

3. Have students list all unknown words from a new reading selection; go over the lists with them, helping to determine which should be looked up in dictionary and which can be defined by use of context and background.

Writing

1. Have students each select a personally meaningful passage and rewrite in their own words.
2. Write a letter to the author of a young adult novel, expressing appreciation for a particular character, passage or other element of the book.
3. Journal writing

Speaking/Listening

1. Have students discuss similarities and differences in novels by the same author (panels or groups).
2. Have students tell what is happening at the current spot in novel reading.
3. Have students report on one aspect of their novel.
4. Have students give sales talk for a variety of audiences. Novels being read might be used as the subject.

1. Invite student or community person in to perform musical ballads for class.
2. Have students tap rhythm of recorded ballads, limericks, humorous poetry; compare with flow of free verse and selected prose.

Study Techniques

1. Have students practice scanning for answers to literal questions from science text.
2. Have students analyze table of contents of science text; determine from index and table of contents where to find answers to a list of questions.

Approaches to Higher Learning

Rationale

Approaches to Higher Learning is designed to meet the needs of the eleventh grade and twelfth grade student who intends to continue education beyond high school. In addition to other important elements of language arts, the first phase of the course will address the reading of one or more selections of classical world literature. This cultural background is desirable for efficiency and mobility in the academic setting.

The third and fourth phases of the course will focus upon an area of each student's career interest. The student will be guided toward decision-making, and pursuit of the chosen discipline without total commitment to a specific career. In addition, students will learn more efficient study methods and information-gathering techniques, will increase reading rate and comprehension, and will gain confidence in speaking.

Since much of the course is governed by student-interest, no single text has been recommended. Teachers are encouraged to capitalize on student interest by selecting a variety of materials that are appropriate, relevant and timely.

COURSE OVERVIEW

Approaches to Higher Learning

Phase 1 (1st Nine Weeks)	Phase 2 (2nd Nine Weeks)	Phase 3 (3rd Nine Weeks)	Phase 4 (4th Nine Weeks)
Reading:	**Reading:**	**Reading:**	**Reading:**
World literature Selection	Literary criticism Development of critical ability	Technical reading	Career exploration
Study Techniques:	**Study Techniques:**	**Study Techniques:**	**Study Techniques:**
Methods Rate flexibility	Methods Rate Flexibility	Methods Rate flexibility	Methods Rate flexibility
Speaking/Listening:	**Speaking/Listening:**	**Speaking/Listening:**	**Speaking/Listening:**
Note taking Persuasion	Propaganda techniques Logic	Research evaluation Technical oral report	Examination of career opportunities Formal interview

Prerequisite: 4 semesters
High school English
credit

Approaches to Higher Learning

Phase 1 (1st Nine Weeks)

READING	WRITING	SPEAKING/LISTENING	STUDY TECHNIQUES
- world literature selection	Creative Writing	Persuasive Speech	Preview of Literature
	- developed from literary selection	- using literature and writing for motivation - note taking	- rate building and flexibility - Analysis of material for appropriate study methods, reading rate

Approaches to Higher Learning - Phase 1

Suggested Activities

Reading

Suggested Selections: Bible as Literature, The Inferno, Paradise Lost and Paradise Regained, A Connecticut Yankee in King Arthur's Court, Communist Manifesto, Future Shock, Don Quixote, The Wasteland and other selected poetry, Civil Disobedience, Walden's Pond, Civilization and its Discontents, The Meditations, Portrait of Socrates (including The Apology, Creto, Phaedo).

Teacher should use own preference and background to choose world literature selections. It is suggested that only one or two selections be covered and that those give students sufficient motivation for forming a political or world philosophy by comparison with their experiences.

1. Select one reading from which philosophical view may be developed; read in class with much discussion of deep level meanings and social implications.
2. Since several weeks may be required for complete explication of literary selection, add variety by reading light short story to class occasionally or having students bring in something to read to the class which may or may not relate to the literary selection.
3. Read poems of the period of world literature selection. Discuss in terms of history, political implications, social impact.

Writing

1. Have students create a character who could have lived in the historic period of the world literature selection.

2. Formulate philosophical view of the world. Support in essay for sharing with the class.

3. Identify a social problem from the period of world literature selection. Devise solution, or explanation of how other social problems relate in an essay.

4. Write persuasive speech; pre-writing, note organizational patterns of printed speeches.

5. Develop formula poems as class; develop new formulas for original poems.

Speaking/Listening

1. Have students listen to recorded speeches (Martin Luther King's I Have A Dream; various inaugural addresses; Lincoln-Bryan debate, etc.).

2. Take notes from recorded speeches, outline from notes.

Study Techniques

1. Assign difficult passage from content area book to be read without instruction; test; demonstrate need for study method; follow with method-teaching.

2. Show overhead projection of sample textbook pages; point out relationship of headings to content; distinguish controlling ideas from details. Demonstrate effective underlining technique (no more than 15% of only the most pertinent material).

3. Point out key word selection and marking.

4. Teach a note-taking shorthand system. Emphasize consistency.

5. Show divided notebook approach to study.

6. Demonstrate previewing world literature selection. Selection must be analyzed in advance for development of most effective approach.

7. Suggest development of background reading habit; provide bibliography to support world literature selection.

8. Show and explain topical note-taking.

9. Provide practice for all study methods taught.

10. Give timed readings; have students keep records for comparison throughout the year.

Approaches to Higher Learning

Phase 2 (2nd Nine Weeks)

READING	WRITING	SPEAKING/LISTENING	STUDY TECHNIQUES
Literary Criticism	Literary Criticism	- Propaganda techniques	- Flexibility
- development of critical ability		- Formal logic	- Rate building
			- Note-taking

Approaches to Higher Learning - Phase 2

Suggested Activities

Reading

1. Accompany students on field trips to university library to locate and view literary critical works concerned with first phase literature.
2. Have students make topical note cards with view to style, appropriate diction, modified sentence structure, and use of sentence combining in critics' writing.
3. Have students read various short works such as lyrical poetry, essays, etc., of classical works status for development of essay.

Writing

1. Have students write 5-10 page paper of literary criticism (comparison of styles of authors; comparisons of views expressed in two lyric poems; appropriateness of author's political view to various periods of history, etc.).
2. Have students view TV presentation for short, critical paragraphs. Emphasize terse, tight writing style. This may be used as warm up for longer paper. Have students compare paragraphs.

Speaking/Listening

1. Teach formal propaganda techniques (bandwagon, straw man, name calling, glittering generalities, transfer, card-stacking, plain folks, testimonial).

2. Have students listen to recorded political speeches to identify propaganda techniques.

3. Have students analyze popular advertisement spots from TV and radio (may be tape recorded) for bias.

1. Have students report incidents of apparent lapse of logical thought and resulting speech confusion which is heard in conversation during a specified period of time.

2. Have students deliver speeches to class which depend on appeals to logic as opposed to appeals to emotion.

3. Consult older high school and college speech texts for novel speech topics.

4. Assign exaggerated personality roles to group who roll play meeting. Appoint one person to lead and control discussion. Switch roles.

Study Techniques

1. Have students practice selecting appropriate reading rate for variety of materials. Class might work in library for convenience.

2. Have students practice writing answers to essay questions under time pressure.

3. Have students analyze content selections and chart appropriate internal rate adjustments.

4. Give students timed readings for rate building; record results for comparison with phase 1 readings.

Approaches to Higher Learning

Phase 3 (3rd Nine Weeks)

READING	**WRITING**	**SPEAKING/LISTENING**	**STUDY TECHNIQUES**
- technical reading	- research paper	- research evaluation - technical oral report	- computer literacy **Flexibility** - methods - rate building

Approaches to Higher Learning - Phase 3

Suggested Activities

Reading

1. Have students select a field of technical or humanitarian interest; narrow and state specifically.
2. Have students select texts and other reading materials pertaining to the chosen field of interest.
3. Guide reading of technical material, emphasizing the appropriate study method.

Writing

1. Have students make topical note cards and bibliographical cards from reading for use in writing research paper.
2. Teach students step-by-step research paper technique.
3. Have students write a research paper, using Turabian or MLA style sheets.
4. Have students read completed papers in appropriate content area classrooms for critical comments, clarity, etc. (Must be arranged with other teachers.)

Speaking/Listening

1. Arrange field trips during which students could each hear a college lecture in elementary courses of their chosen field of interest.

2. Collect list of references for use in research paper from lectures or conversations with experts in the chosen fields.

3. After completion of research papers, have students critique their own research sources and research base; share improvements which could be made on future research projects.

1. Have students make demonstration speeches, explaining a technical process (science experiment, mini-computer program writing, using calculator to determine standard deviation, etc., graphical representation of sociological statistical report, etc.).

2. Have students report the research findings of research paper, describing methods of collection, approaches to interviews, and other research experiences.

Study Techniques

1. Arrange for guest teacher of computer literacy to speak to the class.

2. Collect computer vocabulary; have students develop own computer dictionary.

3. Give timed reading for rate building; record for comparisons.

4. Give students skimming practice.

Approaches to Higher Learning

Phase 4 (4th Nine Weeks)

READING	WRITING	SPEAKING/LISTENING	STUDY TECHNIQUES
- Career literature	- resume - personal philosophy - rationale for career choice	- formal interview	- selection of career pursuit

Approaches to Higher Learning - Phase 4

Suggested Activities

Reading

1. Students may bring in career descriptions from various local sources, including social security office information, as well as Washington agencies and Library of Congress pamphlets, power and telephone companies, etc.

2. Professional journals may be solicited for career reading. Students should collect facts and interests from several sources and settle on one career which will be pursued through the phase.

Writing

1. Teacher may solicit resume examples for class demonstration, reference.

2. Students may investigate cost and time requirements for having resume printed, photographs taken (including details of kinds of finish and best backgrounds); prepare reports; share written reports with class. Several local printers' and photographers' work and costs should be compared.

3. Have students write resume and appropriate career philosophy for college or career opportunity.

Speaking/Listening

1. Teacher may invite armed services recruiters in to talk to the class about service career opportunities. Students may practice note-taking.

2. Local college/university representatives will also accept speaking opportunities for explaining career requirements.

3. Invite local professionals to speak to class.

4. Have students listen to classmates' reports of various careers; practice note-taking; compare, graph monitary rewards, required education, travel requirements and opportunities, etc.

1. Have students prepare questions, make arrangements, and conduct an interview with professional in chosen career field.

2. Have students prepare short speech for class explaining advantages of pursuit of career chosen.

Study Techniques

1. Have students practice preview and scanning of professional materials.

2. Have students practice purpose setting and questioning techniques for difficult material.

3. Give students timed readings of various types of material from which purposes have been set and for which differing rates are appropriate. Students should construct their own comprehension and purpose questions.

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LANGUAGE ARTS MATERIALS
FOR THE
SECONDARY SCHOOLS

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Curriculum and Instruction Unit
Division of Educational Programs
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INTRODUCTION

The teaching of language arts is a complex issue, and the use of quality instructional materials plays an important role in a complex process. The following supplementary materials were selected from the large body of materials available in language arts and is, therefore, representative, but not all inclusive, of the body of excellent materials in the area. If further description is needed, please consult the catalogs from each company. An effort was made to include good, new or relatively unknown materials.

These recommended materials may be purchased with the various funds now appropriated to secondary schools (i.e., sales taxes revenues, reading materials fund, SCIP) subject, of course, to purchasing procedures for each funding source.

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Arista		Papertexts	7-12	$225.00
		The kit contains a series of slices of life by popular authors (i.e., Joyce, Hemingway, Saki, Kipling, London, Twain, Poe, etc.) in bound booklets. The short stories are grouped into four levels from average to above average reading levels.		
Delta Visual Service		Listen and Think Series	7-9	
		The following cassette - workbook lessons sharpen listening and thinking skills.		
	D-425032	Listen and Think Package* C (3 grade)		193.25
	D-425033	Listen and Think Package* D (4 grade)		193.25
	D-425034	Listen and Think Package* E (5 grade)		193.25
	D-425035	Listen and Think Package* F (6 grade)		193.25
		1981 EDL Catalog DG34		
		* Includes 15 Cassettes, 6 Lesson Books, 1 Teacher's Guide		

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Delta Visual Service		Content Area Reading Books The 15 soft-cover lesson books provide realistic instruction in content reading.		
	D-337170-72	Level C Student Books*		58.50
	D-337173-75	Level D Student Books*		58.50
	D-337176-78	Level E Student Books*		58.50
	D-337179-81	Level F Student Books*		58.50
	D-337182-84	Level GHI Student Books*		58.50
		1981 EDL Catalog DG37		
		*Consists of 6 copies each Science, Social Studies, Reference Books		
Grolier	System 1 SBNO-7172-7019-Y System 2 SBNO-7172-7020-3	Reading Attainment Systems The program provides high interest/low reading level materials in a kit form. System 1 is for reading levels 3-4, and System 2 is for reading levels 5-6.	7-12	System 1 155.00 System 2 155.00

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Center for Humanities	0031-2450	I Couldn't Put It Down: Hooked on Reading This six part sound slide presentation features diverse favorites as *Sounder*, *The Call of the Wild*, *Frankenstein*, and *Treasure Island*.	7-12	329.70
Bowmar/Noble		The Reading Comprehension Series The following kits use topics that interest middle grades to improve comprehension. The reading level is 3.0 - 4.4, and the following kits are available.		Each kit
	3559	Dogs		54.75
	3563	Marguerite Henry's Horses		54.75
	3567	Aviation		54.75
	3571	Cars and Cycles		54.75
	3575	Crime Fighters		54.75
	3619	Fads		54.75
	3705	Special People		54.75
	3712	Escape!		54.75

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Jamestown Publishers	791	Best Selling Chapters This text/workbook uses chapters from fifteen best sellers for teaching essential aspects of literature and developing a full range of comprehension skills. (no separate manual or key)	9-12	8.00 each
Jamestown Publishers	Olive Book 701 Brown Book 702 Purple Book 703	Selections from the Black The books span reading levels 6-8 and contain thirty selections from adult literature to build comprehension, vocabulary, word meaning, phonics, and study skills. (instructor's manual, no charge)	9-12	each level 4.80
Jamestown Publishers	Olive Book 741 Brown Book 742 Purple Bock 743	Topics for the Restless The general description above also fits this series, but it is designed for the reluctant reader	9-12	each level 4.80
Jamestown Publishers	see attached	Classic Stories for Reluctant Readers See attached	7-12	see attached

JAMESTOWN CLASSICS

Reading Level	Interest Levels
Grade	Grades

Walter Pauk [illegible]

The Gift of the Magi
The Ransom of Red Chief
Alias Jimmy Valentine
The Last Leaf

Classic Stories for Reluctant Readers

The Jamestown Classics program was developed and edited by Walter Pauk and Raymond H. Harris. Walter Pauk, Ph.D., is Director of the Reading-Study Center at Cornell University. Raymond H. Harris is a free-lance author and producer of educational programs.

Student Booklet

For each story, a 48-page non-consumable booklet contains (1) the illustrated classic story adapted to fifth-grade reading level, (2) a glossary of terms and expressions, (3) key concept questions for before and after reading, (4) multiple-choice questions, and (5) discussion starters.

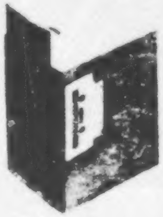
Tape Cassette

A cassette is available for each story. Side A is for read-along; it presents a dramatic narration of the story with music and effects. Side B offers (1) an introduction to author and story, not contained in the student booklet (2) key concepts from the story for motivation and preview, and (3) an explanation of the glossary words and phrases listed in the student booklet.

Teacher Planning and Resource Guide

A separate manual for each classic story contains (1) an author introduction and background notes, (2) an introduction to the story, (3) the adapted classic story, (4) glossary words and phrases with explanations, (5) key concept questions, (6) comprehension questions and answers, (7) discussion starters, (8) suggestions for additional related activities, and (9) complete and detailed instructions for administering all aspects of the program.

JACK LONDON

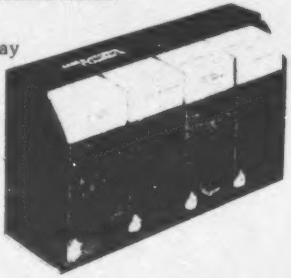


Classroom Module

A convenient slipcase contains 25 student booklets, one tape cassette, and a Teacher Planning & Resource Guide.

Display Case

A shelf/display container for four modules is supplied at **no cost** with purchase of any four modules.



Code 548, Display Case $3.00 (When purchased separately)

Prices and Order Codes

The Gift of the Magi

Code 400, Classroom Module	$55.00
Code 401, Student Booklet	1.60
Code 402, Cassette	12.00
Code 403, Teacher Guide	3.00

The Ransom of Red Chief

Code 404, Classroom Module	$55.00
Code 405, Student Booklet	1.60
Code 406, Cassette	12.00
Code 407, Teacher Guide	3.00

Alias Jimmy Valentine

Code 408, Classroom Module	$55.00
Code 409, Student Booklet	1.60
Code 410, Cassette	12.00
Code 411, Teacher Guide	3.00

The Last Leaf

Code 412, Classroom Module	$55.00
Code 413, Student Booklet	1.60
Code 414, Cassette	12.00
Code 415, Teacher Guide	3.00

Jack London

The Law of Life
Nam-Bok, the Liar
The Marriage of Lit-lit
Diable, a Dog

Bret Harte

Mliss
The Girl from Pike County
The Outcasts of Poker Flat
The Luck of Roaring Camp

Sherlock Holmes

The Musgrave Ritual
The Case of the Six Napoleons
The Red-Headed League
The Case of the Five Orange Pips

JACK LONDON
JACK LONDON
JACK LONDON

The Law of Life	
Code 500, Classroom Module	$55.00
Code 501, Student Booklet	1.60
Code 502, Cassette	12.00
Code 503, Teacher Guide	3.00
Nam-Bok, the Liar	
Code 504, Classroom Module	$55.00
Code 505, Student Booklet	1.60
Code 506, Cassette	12.00
Code 507, Teacher Guide	3.00
The Marriage of Lit-lit	
Code 508, Classroom Module	$55.00
Code 509, Student Booklet	1.60
Code 510, Cassette	12.00
Code 511, Teacher Guide	3.00
Diable, a Dog	
Code 512, Classroom Module	$55.00
Code 513, Student Booklet	1.60
Code 514, Cassette	12.00
Code 515, Teacher Guide	3.00

Mliss	
Code 516, Classroom Module	$55.00
Code 517, Student Booklet	1.60
Code 518, Cassette	12.00
Code 519, Teacher Guide	3.00
The Girl from Pike County	
Code 520, Classroom Module	$55.00
Code 521, Student Booklet	1.60
Code 522, Cassette	12.00
Code 523, Teacher Guide	3.00
The Outcasts of Poker Flat	
Code 524, Classroom Module	$55.00
Code 525, Student Booklet	1.60
Code 526, Cassette	12.00
Code 527, Teacher Guide	3.00
The Luck of Roaring Camp	
Code 528, Classroom Module	$55.00
Code 529, Student Booklet	1.60
Code 530, Cassette	12.00
Code 531, Teacher Guide	3.00

The Musgrave Ritual	
Code 532, Classroom Module	$55.00
Code 533, Student Booklet	1.60
Code 534, Cassette	12.00
Code 535, Teacher Guide	3.00
The Case of the Six Napoleons	
Code 536, Classroom Module	$55.00
Code 537, Student Booklet	1.60
Code 538, Cassette	12.00
Code 539, Teacher Guide	3.00
The Red-Headed League	
Code 540, Classroom Module	$55.00
Code 541, Student Booklet	1.60
Code 542, Cassette	12.00
Code 543, Teacher Guide	3.00
The Case of the Five Orange Pips	
Code 544, Classroom Module	$55.00
Code 545, Student Booklet	1.60
Code 546, Cassette	12.00
Code 547, Teacher Guide	3.00

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
AMSCO	Book 1 R 62 W Book 2 R 109 W Book 3 R 110 W	Reading, Spelling, Vocabulary, Pronunciation (RSVP)	7-12	2.95 each
AMSCO	Book 1 R 151 W Book 2 R 152 W Book 3 R 168 W Book 4 R 196 W Book 5 R 212 W	Vocabulary and Composition Through Pleasurable Reading	7-12	3.75 each .85 each key
Scholastic	KA 34036	Scope Visuals 33: Reading These transparencies and spirit masters present eight reading skills.	7-12	13.50
Scholastic	KA 34006	Strangely True: Cloze Reading Skills The softbound texts are high interest materials to teach context and word form clues.	7-12	1.95 each
Scholastic	KA 8830	Chillers and Thrillers The cloze technique is applied to 25 high interest ghost stories.	7-12	1.95 each

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Scholastic	KA 30493	Triple Action The unit provides for reading levels 4-6 with a variety of correlated materials.	7-12	224.50 (20 student units)
Center for Humanities	0331-2450	How to Succeed on Standardized Examinations The sound-slide presentation focuses on both practical and psychological preparation for taking tests such as the SAT.	11-12	159.50
Delta Visual Service		Reading Skills Through Literature The kit teaches reading skills while teaching classic novels and plays.	7-12	
	D-349010	The Call of the Wild Kit 7		99.50
	D-349029	The Lilies of the Field Kit 8		99.50
	D-349020	The Miracle Worker Kit 9		99.50
		1981 EDL Catalog DG41		

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Delta Visual Service		SHARP Competency Skills Kit This kit (developed by Los Angeles Unified School District) teaches basic communication competencies necessary for real life situations.	9-12	
	D-301550	SHARP Competency Kit - Lesson Folders		140.00
	D-301552	SHARP Response and Management		95.00
	D-301551	SHARP Orientation Kit		30.00
	D-301553	SHARP Extension Activities		30.00
Bowmar/Noble Publishers, Inc.	2447	The NFL Reading Kit Includes 150 reading cards with comprehension check and guide to key vocabulary words on the back of each card (reading ranges 2.0 - 4.25).	4-6	64.50
Bowmar/Noble Publishers, Inc.	2559	The Double Play Reading Series Develops critical reading skills by involving students in reading plays and acting them out.	4-6	149.75

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Webster/ McGraw-Hill	Level A 055621-0 Teacher Manual - 055631-8 Level B 055622-9 Teacher Manual - 055632-6 Level C 055623-7 Teacher Manual - 055633-4	Sentence Mastery Series (softbound) This series integrates sentence combining techniques with basic drill in grammar, usage, and mechanics.	7-9	Levels A,B,C 2.97 each Teacher Manual 3.21 each
Scholastic	KA-30609	Improving Your Handwriting The workbook is designed for the secondary level and provides instruction in mechanics and penmanship. (Teacher's Guide is free with every 25 student books.)	7-12	2.25 each

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Encyclopaedia Britannica Educational Corporation	Reports 30073 Business Letters 30075 Friendly Letters 30074 Titles/ Conversation 30071 Mechanics: Punctuation 30077 Mechanics: Capitalization 30076 Paragraphs: 30072	Composition Skills Program Transparency sets teach sequentially structured units in basic composition skills while allowing the teacher to control instructional pacing. (A Flipatran Viewing Stage is required: #30078 at $15.00.)	7-9	Reports 70.50 Business Letters 56.00 Friendly Letters 56.00 Titles/ Conversation 80.50 Mechanics: Punctuation 80.00 Mechanics: Capitalization 74.50 Paragraphs 69.50
Center for Humanities	0308-2450	Note-Taking and Outlining Skills The sound-slide unit teaches students practical systems for note-taking.	9-12	199.50

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Center for Humanities	0324-2450	Writing Skills - The Final Touch: Editing, Rewriting and Polishing The presentation (sound-slide) focuses on the structure of a composition and of an individual paragraph - from rough draft through descriptive details and polished sentences.	9-12	199.50
Curriculum Innovators		Writing! This new magazine designed for students teaches common writing situations in an interesting manner. The minimum order is 15 student subscriptions which is accompanied by free teacher's desk copy and reproducible skill masters	7-12	3.95 per subscription

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Delta Visual Service		Write to Succeed		
		The program uses lessons tested by teachers in major cities to teach practical writing tasks (reading levels 5-9).		
	D-301520	Write to Succeed Book 1		4.50
	D-301522	Write to Succeed Answer Key 1		4.95
	D-301521	Write to Succeed Book 2		4.50
	D-301523	Write to Succeed Answer Key 2		4.95
	D-301524	Write to Succeed Teacher's Guide		2.00
Scholastic	KA-39549	Classroom Standards Library	9-12	65.10
		The classroom library contains 42 copies of accepted literary classics.		
Bowmar/Noble	3581	Gold Dust Books	7-12	90.00
		Thirty-six books including mysteries, adventure, humor, science fiction, etc. on a 2.0 - 2.9 reading level.		

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Oxford University Press: New York		Errors and Expectations: A Guide for the Teacher of Basic Writing by Mina P. Shaughnessy		7.00
NCTE		Ideas for Teaching English in the Junior High and Middle School (revised)		9.00
NCTE	06897R	How to Handle the Paper Load		5.00
NCTE	03308R	Black Literature for High School Students		4.75
NCTE	20946R	High Interest - Easy Reading for Junior and Senior High School Students		2.75
NCTE	03626R	Books for You: A Booklist for Senior High Students		2.95
IRA		Inchworm, Inchworm: Persistent Problems in Reading Education by McCullough (ed.)		5.00
Rand McNally		Children and Literature by Stewig		20.00

COMPANY	CATALOG NUMBER	ITEM	LEVEL	APPROXIMATE COST
Center for Applied Research in Education West Nyack, N.Y. 10994		On the Spot Reading Diagnosis File by LaPray		8.00
Allyn and Bacon		A Guidebook for Teaching Composition		8.00
IRA		Reading in the Middle School by Duffy (ed.)		6.00
Addison-Wesley		Reading Strategies for Middle and Secondary School Teachers by Burmeister		18.00
Little, Brown		Teaching Reading by Alexander, et.al.		18.00

Company	Address	Louisiana Representative	Telephone
AMSCO School Publications, Inc.	315 Hudson Street New York, NY 10013	William Grieggs 1927 Longwood Ct. LaPlace, LA 70068	652-5316
Arista Corporation	2440 Estand Way P. O. Box 6146 Concord, CA 94524	Dorothy Robinson 2720 Highland Drive North Gretna, LA 70053	392-0462
Bowmar/Noble Publishers	4563 Colorado Blvd. Los Angeles, CA 90039		
Center for Humanities	Communications Park Box 1000 Mount Kisco, NY 10549		
Curriculum Innovations	Writing! P. O. Box 310 Highwood, IL 60040		
Delta Visual		Barry Mathas 715 Girod St. New Orleans, LA 70130	525-9061

Encyclopaedia Britannica	425 N. Michigan Ave. Dept. 10A Chicago, IL 60611		
Grolier Educational	Sherman Turnpike Danbury, CT 06816	Patrick Henry 16804 Ft. Pulaski Dr. Baton Rouge, LA 70816	293-8755
Jamestown Publishers	P. O. Box 6743 Providence, RI 02940		
NCTE	1111 Kenyon Road Urbana, IL 61801		
Scholastic	P. O. Box 2002 904 Sylvan Avenue Englewood Cliffs, NJ 07632	Carol Levy 1716 Frankfort Street New Orleans, LA 70122	282-0742
Webster Division McGraw-Hill Book Company	1221 Avenue of the Americas New York, NY 10020		

JOURNALISM

Course Number: 14150, 14153

Credit Area: Journalism I

Course Name: Journalism: Yearbook 1

Journalism: Yearbook 2

Enrollment Guidelines

This full year elective is open to any student who has earned at least one (1) unit in English, has an overall "C" average, and is recommended. Class size should be limited to 20 students. Upon successful completion, the student receives 1 unit of credit.

Course Description

In yearbook journalism, the student is introduced to the basis involved in producing a pictorial journal of the activity in and around the school. The student writes, organizes, publishes, and sells the yearbook.

Performance Expectations

At the end of the course, the student will be able to:

- Recognize elements of yearbook copy styles: body copy, cutlines, headlines;
- Identify the purpose and functions of theme;
- Select a theme for the book;

- Recognize the elements which organize a yearbook: sectional division, division pages, introduction, conclusion;
- Translate organizational structure into a ladder diagram;
- Identify and produce a variety of yearbook layout patterns;
- State basic rules of page design;
- Recognize and select quality photographs;
- Crop photographs;
- Set up a yearbook office which has organized bookkeeping records, and a financial system;
- Design and implement a promotional campaign;
- Ask quality questions which elicit quality responses;
- Conduct interviews to gather information;
- Use good journalistic form;
- Use standard English;
- Adhere to layout rules: consistent internal margins, dominant elements, and a variety of positive shapes and sizes.

Course Number: 14168, 14173

Credit Area: Journalism I

Course Name: Journalism I: Newspaper Production 1

Newspaper Production 2

Enrollment Guidelines

This full year elective is open to any student who has earned at least one (1) unit in English, has an overall "C" average, and is recommended. Upon successful completion, the student receives 1 unit of credit.

Course Description

This full year course is an introduction to the world of the newspaper. The student reads, views, and analyzes examples of newspaper writing, gathers information, and writes stories for the production of the school newspaper. The student learns and practices techniques of gathering news for stories, editorials, commentaries, and features. He also uses various techniques for interviewing people. Once the student has produced the articles, he learns and practices layout techniques: coordinating the element of page design and practical and attractive formats. Once the paper is produced, the student promotes and sells the newspaper. Where the administration permits, the student may plan and execute advertising techniques and public relations. Class size should be limited to 20 students.

Performance Expectations

By the end of the course, the student will be able to:

- Define news and list the elements of news;
- Identify the elements of a news story;
- Recognize the elements of a lead;
- Recognize the different types of news stories - news, sports, and features;
- Recognize the elements of editorials, reviews, and commentaries;
- Identify the elements of page makeup;
- State reasons for using headlines in newspapers;
- Prepare copy through the use of copy/proof reading symbols;
- Recognize the role of advertising and the role of subscription in a school publication;
- Conduct an effective interview;
- Gather information;
- Describe a personality;
- Ask questions which will elicit responses other than "Yes" or "No";
- Find material for and write articles that use standard English;
- Use an acceptable journalistic form, exhibiting logic and organization through the inverted pyramid, suspended interest, or chronological order methods;

- Select, crop, and place quality photographs;
- Write a headline adhering to the accepted rules;
- Describe the action of the photograph through cutlines;
- Demonstrate editing judgment by retaining the basics of a news story and cutting it to fit pre-determined column lengths;
- Demonstrate knowledge of copy/proof reading stories by using appropriate symbols;
- Coordinate the place available stories and elements on a dummy sheet in a manner that grades the news;
- Generate advertising as a means of funding the school newspaper as applicable;
- Recognize the role of advertising in a newspaper and develop a system for funding school paper where needed;
- Recognize the role of newspaper sales as a source of revenue;
- Design the necessary contracts for advertising and subscriptions;
- Recognize the role of the student newspaper as a public relations tool for the school and determine how it should be used as such;
- Display knowledge of visual impact in design and placement of advertising.

Course Number: 14180, 14183

Credit Area: Journalism II

Course Name: Journalism II - Four Approaches to Media 1

Four Approaches to Media 2

General Enrollment Guidelines

This one (1) year elective is open to the student who has successfully completed Journalism I. The maximum recommended class for Four Approaches to Media is 15 students. This number allows for small-groups and individualized instruction as well as maximum usage of limited media equipment essential to the film and photography components of the program. Any student who successfully completes this course receives one (1) unit of credit.

Four Approaches to Media students can be in a separate class or can be scheduled with beginning students. Small numbers or individual needs might warrant the combining of first-year and second-year students. This is consistent with the peer-tutoring aspect of the first segment (see "Print Media"). However, in such instances, the Four Approaches to Media program must be implemented in all its components on a small-group and individual basis.

General Course Description

Four Approaches to Media is an elaboration and expansion of Journalism I, extending to non-print media and exploring career opportunities in media. The course consists of four (4) components, each lasting approximately nine (9) weeks:

Print Media

Electronic Media

Film Media

Media as Persuasion

It is designed to enable students to:

- Review and develop the principles and skills related to print media;
- Explore various non-print media - including radio and television, film-making, photography, and techniques of persuasion used in all media;
- Develop leadership qualities by tutoring first-year students in newspaper and yearbook operations;
- Acquire first-hand information about career opportunities in the various media through field trips and interaction with working journalists and other media specialists.

SEGMENT - Print Media

Course Description

This segment of the course is a review and expansion of the principles and skills related to print media - news writing, reporting, editing, make-up, and photojournalism. Emphasis is on the developing of material for communications and the learning of the mechanical processes of newspaper and yearbook production. The course provides opportunity for development of interpersonal relationships and leadership skills as the Journalism II student assumes responsibility for tutoring beginning students in rudiments of journalism and planning school publications.

Performance Expectations

The student in the Print Media segment will demonstrate the ability to:

- Review, extend, and deepen his own knowledge and skills in newspaper or yearbook production;
- Train and assist beginning journalism students in:
    - a. writing news, features, and editorials
    - b. recognizing news values
    - c. gathering information for stories
    - d. examining and criticizing newspapers and yearbooks
    - e. utilizing the camera and darkroom facilities

f. applying knowledge of photo-journalism to picture taking

g. using, editing, and proofreading symbols

h. planning layouts and doing paste ups

i. cropping photographs effectively

- Observe production operations and discuss them with working journalists of community newspapers and periodicals;
- Display an increased understanding of the moral and social responsibility of publications.

SEGMENT - Electronic Media

Course Description

This course is designed to enable the Journalism II student to study the workings of television and radio broadcasting, including scriptwriting, production techniques, ratings research, and program criticism. Field trips and program production are emphasized, including experience with operating a video-recorder and tape recorder, and creation of radio programs for use on the school intercommunication system.

Performance Expectations

The student in the Electronic Media segment will demonstrate the ability to:

- Plan and produce a radio program utilizing the school's intercommunication system or using a tape recorder;
- Plan and produce a television presentation (e.g., commercial, short program), using a videotape recorder, if available;
- Write a script or organize a storyboard for the television presentation;
- Discuss and write critical reviews on the production and artistic values of radio and television programs;
- Research and discuss government controls on television and radio and the moral and social responsibilities of these media;

- Observe production operations of radio and television stations and wire services and discuss them with working media personnel;
- Display an understanding of audience and rating research in programming.

SEGMENT - Film Media

Course Description

This course is designed to aid the student in developing an awareness of the impact of film as mass media and to provide each student with experience in making a slide-tape presentation and/or a Super-8 film. It involves writing, producing, directing, and editing the presentation with emphasis on the informational, educational, and entertainment value of film media as well as aesthetics of film-making.

Performance Expectations

The student in the Film Media course will demonstrate the ability to:

- Plan and produce a slide-tape presentation, or a movie utilizing a Super-8 movie camera;
- Write a script and organize a storyboard for the slide or movie film presentation;
- Edit the presentation;
- Operate a Super-8 camera and projector and slide equipment;
- Apply the principles and terminology of film-making in actual practice;
- Discuss and write critical reviews of the production and artistic values of slide and movie film presentations;
- Discuss the moral and social responsibilities of these media;

- Observe and discuss production operations of professional film-makers;
- Show original film or slide-tape presentation to groups of students.

SEGMENT - Media as Persuasion

Course Description

This course is designed to develop the student's awareness of the techniques of persuasion used in different media. The student learns how public relations (both private and governmental), advertising, and political campaigns relate to persuasion and propaganda, critically analyzing methods of persuasion used in the various media.

Performance Expectations

The student in the Media as Persuasion segment will demonstrate the ability to:

- Recognize persuasion techniques common to print and non-print media - newspapers, magazines, television, radio, and films;
- Recognize qualities of each medium that makes it suitable to particular techniques of persuasion, or combinations of techniques;
- Plan and produce an advertisement or public relations presentation, using any of the print or non-print media;
- Plan and produce a multi-media presentation for an advertising, public relations or political campaign;
- Observe and discuss operations of professional advertising and public relations people.

Professional Resources

1. Mass Media
2. Exchange yearbooks
3. Why Man Creates (film)
4. Newspaper Workshop - Understanding Your Newspaper
5. Quill and Scroll - published **bi-monthly**
6. Local newspapers
7. Exchange newspapers from other schools
8. A professional journalistic stylebook (AP, UPI, etc.)
9. Magazines
10. Armelio, Ralph. Film in the Classroom. Dayton, Ohio: Pfaum/Standard. (Thematic study of film with good practical ideas and course outline.)
11. Communication Education. Chicago, Ill.: Loyola University Press.
12. Coynik, David. Movie Making. Chicago, Illinois: Communications Education, Loyola University Press. (Excellent, **thorough, basic text with teacher's guide.**)
13. Gaskill and Englander. How to Shoot a Movie Story. Morgan and Morgan, Inc. Publishers: Hastings on Hudson, New York. (Good coverage of basic techniques and terminology.)
14. Getting Started in Journalism. Educational Impact, Inc.

15. Gilmore, Gene. Inside High School Journalism. Glenview, Illinois: Scott, Foresman and Company, 1983.

16. Harwood, William N. Writing and Editing School News. Coldwell, Idaho: Clark Publishing Company, 1977.

17. Hayenstein, A. Dean and Steven A. Bachmeyer. The World of Communications: Audiovisual Media. Bloomington, Illinois: McKnight Publishing Company, 1975.

18. Heintz, Ann Christine. Persuasion. Chicago, Ill.: Loyola University Press.

19. Journalism Resource Guide with Emphasis on Career Education. Louisiana State Department of Education, Bulletin No. 1338. (Includes numerous classroom activity ideas.)

20. Kruse, Benedict. Journalism: Print and Broadcast. Chicago: SRA, 1979. (State book #254318)

21. Littell, Joseph Fletcher. Coping with Television. Evanston, Illinois: McDougal, Littell and Company, 1973.

22. Littell, Joseph Fletcher. Copying with the Mass Media. Evanston, Illinois: McDougal, Littell and Company, 1978.

23. Lowe, Jim, Contemporary Yearbook Design. Taylor Publishing Co., 1970. (A good basic text.)

24. McGinness, Joe. The Selling of the President. New York: Pocket Books.

25. Moyes, Dr. Norman B., Dr. David Manning White, and Virginia Woodring. Mass Media Journalism. Lexington, Massaechusetts: Ginn and Company, 1975.

26. Nelson, Ray P. The Design of Advertising. William C. Brown, 1967. (Good in applying principles of design -- advertising and layout.)

27. Packard, Vance. The Hidden Persuaders. New York: Pocket Books.

28. Thayer, F., Dunn, R., Jamison, C. and H. Morgan. The Media Primer. Agincourt, Ontario, Canada: Methuene Publishing Company. (Stresses craft of communication, helpful in all areas of writing.)

Course Number 01670

Credit Area English Elective (NOCCA)

Course Name Writing, Level I

Enrollment Guidelines

This two (2) semester course is available to the student who gains acceptance into this specialized program through a satisfactory audition in which he must exhibit proficiency in writing, creativity in form and content, the ability to read and comprehend complex literary works, a strong desire to be a professional writer, and a willingness to do more than a minimal amount of work. Recommendation of previous English teacher and the student's past performance are also taken into consideration. Upon successful completion of the course, the student earns three (3) units of credit.

Course Description

Writing, Level I, is a full year course which requires the student to participate in three (3) class hours daily. Writing, Level I, is an intensive introduction to the basic techniques of writing, both factual and fictional. Specialized techniques relative to poetry, drama, short stories, novels, and journalism are studied and practiced. The student also does extensive readings within each area.

Performance Expectations

By the end of Writing, Level I, the student will be able to:

Show proficiency in reading comprehension (college level and beyond)
Write samples of the various types of poetic lines
Identify examples of basic literary techniques found in poems, plays, short stories, novels, and novelettes
Identify the characteristics of and write a good literary review
Analyze and write samplings of contemporary poetry

- Identify career possibilities in the fields of writing
- Analyze poems of selected contemporary poets
- Identify and use figurative devices such as metaphor, apostrophe, hyperbole, and personification
- Recognize the characteristics which distinguish good writing (specificity, tightness, feel for language, rhythms) from bad writing (vague generalities, abstractions, reliance on stock images and phrases)
- Recognize and write samples of aspects of the short story: scene, summary (panorama), description, character sketch, basic plot elements
- Correctly use grammar
- Use varied syntax
- Identify specialized entrance requirements at four universities

Resources

- A faculty member who is a professional, published writer
- Approximately eighteen (18) guest writers who assist students
- Guest lecturers in related fields (i.e., printing, lay-out, etc.)
- Extended visits of specialists in various writing forms
- Poetry readings outside the school
- Field trips to diverse locations (i.e., writers' homes, theaters, etc.)
- The New Orleans Center for Creative Arts library
- Approved literature texts

Course Number 01680

Credit Area English Elective (NOCCA)

Course Name Writing, Level II

Enrollment Guidelines

This two (2) semester course is available to students who have successfully completed Writing, Level I or who has obtained consent of the instructor. Upon successful completion of the course, the student will receive three (3) units of credit.

Course Description

Writing, Level II is an intensive study of writing in three (3) areas. In the first area, the student will study the form and theory of writing poetry and fiction. In the second area, the student will study writing essays, reviews, and interviews. Finally, the student will be introduced to the non-print media.

Performance Expectations

By the end of Writing, Level II, the student will be able to:

Identify poetic forms and terms
Identify fictional forms and terms
Write a personal essay
Write book, film, and fine arts performance reviews
Conduct an interview and write a corresponding profile article
Identify types of ordering elements in "experimental" fiction
Write a basic prose poem and/or piece of minute fiction

Write samplings of genre fiction (i.e., science fiction, crime, detective, etc.)
Participate in the writing and staging of a play
Identify professional literary journals and books
Identify career possibilities in the area of writing
Correspond with at least one college admissions officer and one professor o written composition

Resources

A faculty member who is a professional, published writer
Approximately eighteen (18) guest writers who assist students
Guest lecturers in related fields (i.e., printing, lay-out, etc.)
Extended visits of specialists in various writing forms
Poetry readings outside the school
Field trips to diverse locations (i.e., writers' homes, theaters, etc.)
The New Orleans Center for Creative Arts library
Approved literature texts

Course Number 01690

Credit Area English Elective (NOCCA)

Course Name Writing, Level III

Enrollment Guidelines

This two (2) semester course is available to any student who has successfully completed Writing, Level II or who has obtained the consent of the instructor. Upon successful completion of the course, the receive three (3) units of credit.

Course Description

Writing, Level III is designed to enable the student to specialize in a type of writing and seek publication in that area. During the course the student will prepare a thesis length manuscript of his/her writing.

Performance Expectations

By the end of Writing, Level III, the student will be able to:

- Identify the form of selected novels
- Identify the theory involved in writing a novel
- Write and analyze samplings from various literary forms: fictional and non-fictional
- Write and analyze poetic forms
- Write and analyze dramatic forms
- Identify literary movements akin to the novel, the short story, the poem, and the play

- Identify basic aesthetic theories, i.e., art as intuition, art as image, art as play
- Use literary magazines and methods to achieve publication
- Identify the situation of the writer in America today
- Identify and analyze the one author's style and works
- Write effective literary criticisms
- Identify and use different types of art when writing
- Seek placement at a university with a writing program or an alternative writing career
- Compose and present a thesis length work demonstrating a knowledge of creative writing

Resources

- A faculty member who is a professional, published writer
- Approximately eighteen (18) guest writers who assist students
- Guest lecturers in related fields (i.e., printing, lay-out, etc.)
- Extended visits of specialists in various writing forms
- Poetry readings outside the school
- Field trips to diverse locations (i.e., writers' homes, theaters, etc.)
- The New Orleans Center for Creative Arts library
- Approved literature texts

NEW ORLEANS PUBLIC SCHOOLS

4100 TOURO STREET · NEW ORLEANS, LOUISIANA 70122

CHARLES E. MARTIN
Superintendent

(504) 288-6561

June 18, 1982

MEMORANDUM

TO: Dr. Darrell Garber
Supervisor of Secondary Language Arts

SUBJECT: State Approval of Shakespearean Seminar I - II and Creative Writing I - II; Receipt of

The State Department of Education has approved the following two courses for 1982-83:

Shakespearean Seminar I - II 1 Unit (elective credit only)

Creative Writing I - II 1 Unit (elective credit only)

Attached are two evaluation forms to be used to evaluate the courses at the end of the school year.

By copy of this letter, I am requesting that the Supervisor of Student Data provide computer numbers to our Supervisior of Secondary Language Arts for these two courses.

Constance C Dolese
Constance C. Dolese
Director of Program Development

CCD:ms

cc: Dr. Carol Allen
Mrs. Georgiana Balser

Attachment
1. Evaluation Forms

ELECTIVE COURSES

EVALUATION REPORT

Name of LEA ______________________________

Address of LEA ______________________________

COURSE TITLE ______________________________

CURRICULUM AREA ______________________________

SCHOOL ______________________________

Course Starting Date ______________ Ending Date ______________

Credit Earned ______________________

Brief Description of Course

Objectives:

Description: (Grade Level(s), time materials, number of students, etc.)

Evidence of Effectiveness:

(Please limit to three pages. Summarize in appropriate detail the evaluation evidence of this elective course. The evaluation should be student oriented.)

Do you plan to continue this course next school year? __________

______________________________ ______________________________

Signature and Title of Person Preparing this Report

Signature of Chief Administrative Officer

ELECTIVE COURSES

EVALUATION REPORT

Name of LEA ____

Address of LEA ____

COURSE TITLE ____

CURRICULUM AREA ____

SCHOOL ____

Course Starting Date ______________ Ending Date ______________

Credit Earned ________________________________

Brief Description of Course

Objectives:

Description: (Grade Level(s), time materials, number of students, etc.)

Evidence of Effectiveness:

(Please limit to three pages. Summarize in appropriate detail the evaluation evidence of this elective course. The evaluation should be student oriented.)

Do you plan to continue this course next school year? ____________

____________________________ ____________________________

Signature and Title of Person Preparing this Report

Signature of Chief Administrative Officer

NEW ORLEANS PUBLIC SCHOOLS

4100 TOURO STREET · NEW ORLEANS, LOUISIANA 70122

CHARLES E. MARTIN
Superintendent

(504) 288-6561

August 12, 1982

MEMORANDUM

TO: Dr. Darrell Garber
Supervisor of Secondary Language Arts

SUBJECT: Louisiana Department of Education Approval of Writing Lab Course for O. Perry Walker Senior High School

Attached is the approval by the State Department of Education of the Writing Lab course for one unit of credit to be offered at O. Perry Walker Senior High School.

The authorization is for one year and the course must be evaluated at the end of that time on the required evaluation form.

By copy of this letter, I am requesting that the Supervisor of Student Data assign a computer number to this course.

Constance C. Dolese
Constance C. Dolese
Director of Program Development

CCD:ms

cc: Dr. Carol Allen
Dr. Robert Gaut
Mr. David Jackson

Encl.
1. Copy of SDE approval dated 4/8/82.